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This guide is being used in the Individualized Motor-Perceptual Study to determine whether working directly with kindergarten children to improve performance on motor-perceptual tasks will affect reading ability at the end of grades one, two, and three. The 5-year project involves six schools. In this guide, there are tips for teaching, suggested beginning activities, an appendix defining terms used in the program, a bibliography, teacher checklists, and suggested tape recordings to be used during the program. There are activities to develop general coordination, balance, body image, eye-hand coordination, eye movements, and sensory perception. Each activity is divided into objective, general purpose, materials, directions for teachers, suggested directions to the children, and variations of the activity. (DO)

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individualized motor-perceptual study

PS001728

individualized motor-perceptual study

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foreword

Kindergarten and first grade teachers often notice that a child whose general body movement patterns are poorly coordinated may suffer subsequent learning problems, especially in reading. Educators are aware that many factors included in the mental, social, emotional and physical development of children are crucial to readiness for learning to read. Recently the importance of perceptual readiness is being assessed. The literature in the field of motor-perceptual development and its relationship to learning reveals the following premises:

1. Academic tasks in general, and specifically the task of learning to read, demand skill in form perception, symbol recognition, visual-language development, and other motor-perceptual abilities.
2. Readiness for these tasks involves development of general coordination, balance, body image and position in space, eye-hand coordination and control of eye movements.
3. Children exhibiting learning problems often have inadequate development of motor-perceptual skills. The associated learning difficulties can range from mild to severe.
4. Practice and training aimed at helping children develop these skills can prevent or alleviate a certain proportion of learning difficulties.

Although briefly stated, these premises form the rationale and philosophy underlying the activities outlined in this guide for kindergarten children. The guide is being used experimentally in the Individualized Motor-Perceptual Study (IMPS) to determine whether working directly with kindergarten children to improve performance on motor-perceptual tasks will affect reading ability and the end of grades one, two and three.

This project began in six schools in the fall of 1964. In October, 1966 the project came under the sponsorship of the Northwest Regional Educational Laboratory. It is to continue experimentally in the six kindergartens until June, 1969.

Activities in the guide were compiled by kindergarten and remedial reading teachers in the experimental schools. They have attempted to develop a program which provides the experiences necessary for the normal development of children. Our culture today often deprives children of maximum development in certain areas by limiting physical activity and pushing mental maturity. In this program, if a child has difficulties, the basic skills are re-taught and experiences varied to help him succeed.

All the senses are involved in learning. Sensory perceptions are interrelated with motor-perception. Tactile, auditory, and visual perceptions are directly related to the discriminatory skills involved in learning to read. The guide stresses the involvement of the senses in the various activities. Vision is especially stressed. The child is encouraged to use his eyes as his steering mechanism, and then to develop movements of his eyes and hands in combination.

Language is also incorporated into the activities. By verbalizing what he is doing the child develops concepts of such words as "forward," "backward," "over," "under," "inside" and "outside."

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Roseanna Hudson, Elise McClendon, Grace Chatterton and Sally Irvin have rewritten and organized the program guide in its present form.

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tips for teaching

1. Before teaching an activity, the directions to children and teachers should be well understood.
2. Variations are an important part of the lessons. The lessons are designed to teach minimum performance, whereas variations offer additional practice and challenge.
3. Accept each child wherever he may be on the developmental scale and provide progressive experiences at which he can succeed. Find friendly things to say to him. A "pat on the back" gives him encouragement.
4. Use your creativity to adapt these materials to the needs of your pupils. Adding music may supply just the right touch.
5. Give the child many short and enjoyable experiences with the activities each day. Go slowly. Be patient. This is a year's program.
6. Keep the activity program in mind during the entire day. Games and activities that help the children's physical development should be integrated with other activities.
7. Using words which describe an action, along with participation in an action, aids in language development through clarification of meanings.
8. Be aware that we are functioning educationally rather than therapeutically; as teachers, not as doctors or psychologists.
9. Have fun with the children!!

*I*mportant to
*M*ake this a
*P*leasant
*S*ituation!

suggested beginning activities

These activities are suggested for use with kindergarten children the first few weeks of school. The activities are listed according to organization rather than sequence of teaching. Attempt to integrate activities from each of the various groupings. Use them with increased complexity throughout the whole year.

General Coordination

Marching
Jumping
Hop and Skip
Step-slide and Gallop

Balance

Jump Board and Jump Tire
Walk Board—Forward

Body Image

Identification of Body Parts
Imitation of Movements
Angels-in-the-Snow
Obstacle Course—Step 1
Everyday Activities and Sand Table

Eye-Hand Coordination

Beanbag Activities
Rolling the Ball

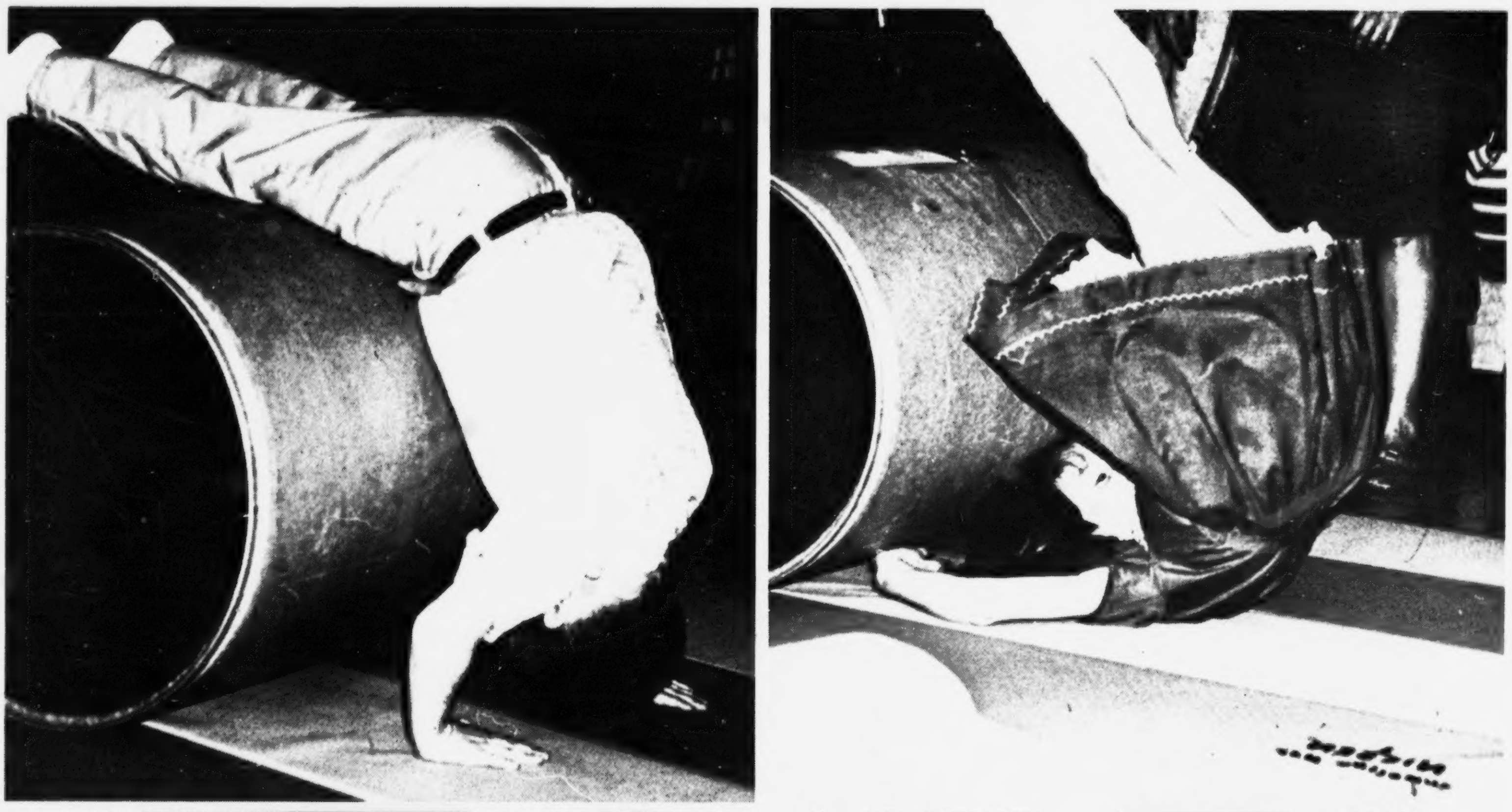
activities to develop general coordination

Jumping
Hop and Skip
Marching
Step-slide and Gallop
Mat on Floor Activities
Basic Fall
Somersault
Hoop Activities
Hoop Activity—Lazy Eight

examples

examples

examples



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jumping

Objective:

To jump a series of jumps, keeping feet together, for a distance of ten feet.

General Purpose:

Jumping requires a total body operation involving the arms, legs, trunk and head. It is necessary for the child to use both sides of his body in parallel fashion. Coordination of the whole body is involved.

Materials:

None.

Suggested Directions to Children	Directions for Teachers
1. Stand with both feet together arms at sides. Bend knees, lean body forward slightly. Swing your arms and jump! Keep jumping until you reach the line.	1. Place a mark on the floor ten feet ahead of the child to show him where he will stop jumping. Child lifts arms and springs forward landing with feet together.
2. Say, "I am jumping."	2. Verbalize movement.

For the Child Having Difficulty

Place your right hand in back of child's knees and your left hand on his back to show him how to bend for jump position.

Minimum Acceptable Performance

Child can jump a series of jumps for a distance of ten feet, keeping his feet together.

Variations:

1. Children jump to music such as:
   Record—"Up and Down," Childhood Rhythms Series II—Re. 201 Say, "Bend and jump, bend and jump," to the rhythm of the music.
2. Do the rabbit hop.
3. Record: "Bunny Hop." (Dance) (Captol 6026)
4. Jump rope.
5. Dramatize and verbalize "Jack Be Nimble." Use an object to jump over being sure the child jumps keeping feet together.

hop and skip

Objective:

1. To hop a distance of six feet on the right foot and six feet on the left foot.
2. To skip a distance of ten feet on three different occasions.

General Purpose:

Hopping on one foot requires the child to use one side of his body only. He has to shift his posture and maintain his balance. Hopping and skipping are related to the child's ability to control his musculature and to alternate activities across the center of gravity of his body.

Materials:

Records: Childhood Rhythm Records, Series II—Elevators, Heel and Toe, Step and Point, (Ruth Evans) Indian War Dance, (Bowman) Teddy Bear's Picnic, (Capitol)

Suggested Directions to Children	Directions for Teachers
1. Watch me and do the same thing I do. When I raise my arms, you raise your arms. When I put my arms down, you put your arms down. When I lift my foot up, you lift your foot up. Let's start with our arms. The music will help us do it together. Ready, arms first. Up-down, up-down, up-down. Our feet. Up-down, up-down, up-down, up-down, (Repeat).	1. Teacher demonstrates each step, giving directions. Music: "Elevators"
2. We will clap our hands three times in front of us, then three times above our heads. When we have finished clapping with our hands, we will lift one foot, hop three times, then lift the other foot and hop three times. Watch and do it with me.	2. This may be a good stopping place for the first day. Teach only as much per day as children can handle.
3. Above your head, clap, clap, clap. In front, clap, clap, clap. (Repeat). On your foot, hop, hop, hop. Other foot, hop, hop, hop. (Repeat and then alternate).	3. Do with children. Music: "Heel and Toe"
4. We will open and shut our hands to the music. Watch me. Soon I will change. I will lift one foot and hop one time, then lift the other foot and hop one time, like this. Let's do our hands first. Ready. Open-shut, open-shut, open-shut, open-shut, (repeat). Your feet. Up-hop, up-hop, up-hop, up-hop, (repeat).	4. Do with children. Music: "Heel and Toe"

5. Indians walk very quietly. They can hardly be heard. Let's pretend we are Indians and dance around the room on our toes to the music, step-hop.

6. Let's go skipping lightly around the room. Let your arms help you.

5. Let children dramatize this step using war whoops. Music: "Indian War Dance"

6. Let children skip spontaneously to music. Music: "Teddy Bear's Picnic"

For the Child Having Difficulty

Give him more experience in hopping and step-hopping. Jump on the jump board.

Minimum Acceptable Performance

Child can (1) hop a distance of six feet on his right foot and six feet on his left foot and (2) skip a distance of ten feet on three different occasions.

Variations:

1. Hop on one foot to designated target. Change feet and hop back.
2. Skipping games (Examples: The Muffin Man, Mother May I, Looby Loo, How Do You Do My Partner.)
3. Skip to "Pop Goes the Weasel," sitting down on "Pop."
4. Record: Phoebe James. "Skip and Twirl."

marching

Objective:

To march while keeping body erect, using cross lateral movements of arms and legs.

General Purpose:

Marching gives children an opportunity to practice cross lateral movements which help them develop coordination of arms and legs.

Materials:

Record: Evans, Childhood Rhythms Series I, Record 102; Marching. Rhythm Sticks.

Suggested Directions to Children	Directions for Teachers
1. Have you seen a parade? Did you hear the bands playing? Let's listen to some parade music.	1. Give the following directions: Demonstrate each step.
2. Let's pretend our hands are marching to the music.	2. Be sure hands alternate, as feet will later. Count 1, 2, 3, 4—1, 2, 3, 4.
3. Let's all clap the rhythm as we march in place. Lift your feet, then bring them down easy. Our arms can help us. Swing your arms like this as you march in place.	3. Let children watch you and listen as you beat a simple alternating rhythm. Then let them beat it with you R-L R-L. Beat the rhythm with your hands, then with your feet. Let them watch you and do it with you.
4. Now half the children may march around the room while the others use rhythm sticks to beat the time. Watch the child in front of you.	4. Right arm should swing with left leg, and vice versa.
5. Now we'll trade.	5. All children should have a turn to march and to use the rhythm sticks.
6. Chant Nursery Rhyme To market to market, To buy a fat pig, Home again, home again Jiggity, Jig.	6. Verbalize.

Minimum Acceptable Performance

Child can march while keeping his body erect, using cross lateral movements of arms and legs.

Variations:

1. Use tape No. 1, "Variations of Marching."
2. March with hands on hips.
3. March stepping high.
4. March backward. Instruct child to lean slightly forward and look over his shoulder to see where he is going. Later, he learns to face forward so peripheral vision will be used to guide his movements.
5. March on tiptoe.
6. March to different speeds of music.
7. March with flags for special occasions.
8. Play follow the leader doing imitation of body movements while marching.

step-slide and gallop

Objective:

1. To step-slide to appropriate rhythm, leading with either foot, a distance of ten feet on three different occasions.
2. To gallop to appropriate rhythm, leading with either foot, a distance of fifteen to twenty feet on three different occasions.

General Purpose:

Galloping and step-slide require the child to use large muscles with control and coordination in a unilateral movement.

Materials:

Music with a gallop tempo. Records: Childhood Rhythms, Series II, "Elevators," "Jump-in-Place" Alley Cat—ATCO 45-6226.

Suggested Directions to Children	Directions for Teachers
1. Watch me. I am going to take a step with this foot, then slide the other foot over to it, like this. Step. Slide over to meet it. Step-slide, step-slide, step-slide, step-slide. Let's do it together, step-slide, step-slide, step-slide,step-slide. Did you feel the floor against the bottom of your sliding foot? Now let's go to the other way, letting the other foot slide and feel the floor. Step-slide, step-slide, step-slide, step-slide.	1. Children are standing in a straight line facing the teacher so they will be able to go in a slidewise direction. Demonstrate and ask children to imitate your movements. Move slowly and rhythmically.
2. Let's do it to music. Watch me so you will know which direction to go.	2. Add music. ("Elevators" and "Jump-in-Place" have the slow even pace needed while children are still learning the step.)
3. It will be easy to gallop because you know how to step-slide. Put one foot in front of the other and gallop like this.	3. After the children have had sufficient experience with this activity, introduce the gallop. Demonstrate a gallop. It is the same movement as the step-slide except in a forward direction.
4. Let's gallop around the room to the music.	4. Add music. ("Alley Cat")
5. Let's gallop with the other foot in front.	5. Alternate leading foot while galloping to music.

Minimum Acceptable Performance

Child can step-slide rhythmically leading with either foot for a distance of ten feet on three different occasions.

Child can gallop rhythmically with either foot leading for a distance of fifteen to twenty feet on three different occasions.

Variations:

1. Record: "Five Little Ponies," Phoebe James.
2. Record: "My Little Broom," Estamae's Toy Shop.
3. "Sally Go Round the Moon," *Music For Early Childhood,* p. 33.
4. Gallop to Nursery Rhyme chants, such as "Ride a Cock Horse to Banbury Cross," and "Higgity Piggity My Black Hen."

mat or floor activities

Objective:

To assume body position on command or move as directed.

General Purpose:

These activities help the child develop proper general posture and gross motor coordination.

Materials:

Mat, if available.

Suggested Directions to Children	Directions for Teachers
1. These are things we remember when we use the mat so no one will get hurt:	1. Safety precautions:
a. Do not wear your shoes on the mat.	a. Participants should be adequately spaced.
b. Only one person on the mat at a time.	b. Overcome fear when it exists with a cautious approach to an activity.
c. Always go in the same direction.	c. Follow proper sequence in instruction. (Simple activities to complex)
d. Do not have anything in your mouth or pockets.	d. Guard against overfatigue and strain.
e. Always listen to what I say and watch the child on the mat.	e. Pupils should not be forced to attempt activities beyond their capabilities.
f. Keep your eyes looking in the direction you are going.	f. Spotting should be provided when there is need. (See glossary)
2. Crawl on your tummy.	2. Children may pretend to be snakes or worms.
3. Creep on your hands and knees.	3. Have child go forward, backward, sidewise, turn around in a circle.
4. Lie on your back and stretch. Lie on your tummy and stretch.	4. Have a child demonstrate.
5. Lie on your side, curl up like a ball, and then stretch your legs and arms.	5. Have a child demonstrate.
6. Lie on your back, pull your knees up to your chest, stretch out your legs and touch the floor.	6. Have a child demonstrate.
7. Lie on your tummy, stretch your arms out to the side, lift your head up and then your legs. Now put them down.	7. Do the same stunt, having the child lie on his back.

8. Lie on the floor. Stretch your arms up over your head, hold them close together and roll over and over.

8. Child demonstrates. Be sure child rolls keeping body straight without bending knees and elbows.

Minimum Acceptable Performance

Child assumes body position on command or move as directed.

Variations:

Sources

1. Curriculum Publication PE 10.
2. Kraus-Weber Tests. Kephart, *Slow Learner in the Classroom,* page 154.

basic fall

Objective:

To accomplish the basic fall and come up on hands and knees.

General Purpose:

To help the child gain freedom of movement and to make him aware of how to protect himself if falling.

Materials:

Mat.

Suggested Directions to Children	Directions for Teachers
1. Get down on your hands and knees on the mat. Lift one hand from the mat and place it on your opposite chest. Hold your elbow against your tummy. Fall on your upper arm and leg. Remember to fall on the side that has your hand off the mat. Roll over onto your back. Keep rolling like a ball until you are off the mat.	1. Have a child demonstrate. He should fall on his upper arm (between shoulder and elbow) and thigh. Encourage the child to curl up like a ball when rolling. Teach both a right and left fall.
2. This time when you fall, roll completely over, coming up on your hands and knees.	2. After child is able to do a basic fall ask him to assume the starting position. When he falls, he continues rolling from back position on over, coming up on hands and knees.

Minimum Acceptable Performance

Child can do the basic fall, coming up on his hands and knees.

Variations:

1. Gettman, *How to Develop Your Child's Intelligence,* Pages 42-43.
    a. Stomach Roll
    b. Rolling Sit Ups

somersault

Objective:

To turn a complete forward somersault.

General Purpose:

This activity will build up body control and muscle strength. It also develops child's spatial awareness through the kinesthetic experience of using his own body.

Materials:

Tumbling mat. Barrel.

Suggested Directions to Children

1. These activities will help us get ready to turn somersaults.
   a. Let's pretend this barrel is a horse. Straddle the barrel. Rock the barrel until one foot touches the mat. Now rock back and forth. As you rock, say,

      "Gitty up, Gitty up.
      Gitty up, whoa.
      Back and forth
      Then away I go."

   b. Get on your hands and knees. Lean forward, then way back, but do not move your hands or knees from the mat.
   c. Get on your hands and knees. Lean forward, kick out with your feet like a mule. Don't kick too high.
2. Lay crosswise over the barrel. Push with your feet leaving chin on the barrel. As the barrel turns, let your body go with it. Over you go.
3. Place your head on the mat between your hands. Push up with your feet and roll over your head.

Directions for Teachers

1. Lead into the somersault by introducing the following:
   a. Place the barrel on a mat. Have a child rock on the barrel to demonstrate. Call attention to how the foot helps by pushing. Give each child a turn.
   b. From hands and knees position on the mat have the child sway forward so his weight is on his hands, then backward so weight is on his legs, without moving hands or knees from position.
   c. Have a child demonstrate. Be aware the child may kick too high and go clear over.
2. Have child demonstrate turning somersault with aid of the barrel. Be sure child's body follows the barrel all the way over.
3. Have a child demonstrate a somersault without using a barrel.

Minimum Acceptable Performance

Child can complete a forward somersault.

Variations:

hoop activities

Objective:

To use the eight basic locomotor movements as specified by the teacher to move from one specified area to another.

General Purpose:

These hoop activities help the child develop control of body movements by requiring him to perform in a specified area.

Materials:

Plastic hoops, 30" diameter.

Suggested Directions to Children	Directions for Teachers
1. a. Walk in and out of the hoops. Do not step on the hoop. Say, "I am walking in and out." b. Run. Say, "I am running in and out." c. Hop. Say, "I am hopping in and out." d. Jump. Say, "I am jumping in and out." e. Skip. Say, "I am skipping in and out." f. Slide. Say, "I am sliding in and out." g. Leap. Say, "I am leaping in and out." h. Gallop. Say, "I am galloping in and out."	1. Scatter the hoops on the floor and use basic locomotor movements (walk, run, hop, jump, skip, slide, leap, gallop) through and around the hoops. Verbalize the action.
2. Walk around the hoop, heel to toe, staying as close to the hoop as possible.	2. Place hoop flat on the floor. Have children "line-walk" closely around the hoop.
3. Stand on the outside of the hoop; jump inside the hoop then outside the hoop; in-out all the way around.	3. Place the hoop on the floor; have the child jump around the hoop with alternate landings inside and outside the hoop. (Use hopping and leaping, also.)
4. Stand beside the hoop, lift your outside (or right) foot; place it inside the hoop; take a step forward with your left foot crossing over the right foot and place it on the outside of the hoop. Continue around the hoop.	4. Place the hoop flat on the floor. Have the child walk around the hoop using a cross-over step pattern.

Minimum Acceptable Performance

Child can walk, run, hop, jump, skip, slide, leap, or gallop from one specified area to another.

Variations:

1. Play "horse and driver." ("Horse" inside the hoop holding it at chest or wrist level; "driver" outside the hoop holding on to the rear portion). Use various locomotor movements.
2. Roll the hoop; walking and running.
3. Have the child jump the hoop as in rope jumping, stationary and moving forward.
4. Refer to Special Bulletin No. 3, "Hoop Activities," Portland Public Schools, P.E. Department.
5. Record: "Wheels," Billy Vaughn.

hoop activity—lazy eight

Objective:

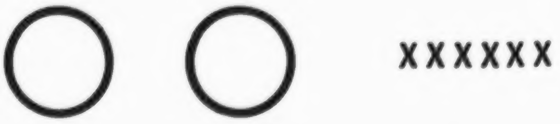
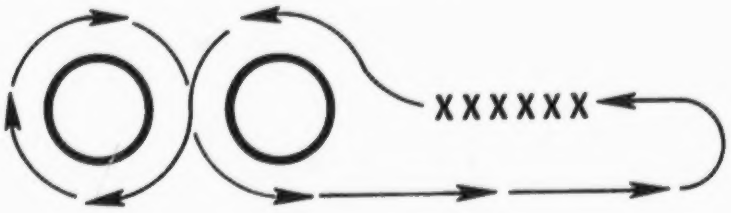
To move around two hoops in a figure eight pattern twice in succession.

General Purpose:

Following the pattern of the "lazy eight" on the floor gives the child practice in reproducing a visual pattern from memory, helping to develop directionality.

Materials:

4 to 8 plastic hoops, 3" diameter.

Suggested Directions to Children	Directions for Teachers
1. Stand in a line behind your two hoops.	1. Use your favorite method for dividing children into groups.
2. The first child in line will go around the two hoops in a lazy eight pattern, just as I did.	2. Lay two hoops flat on the floor 2 or 3 feet apart in front of each group. Demonstrate by walking around the hoops in a lazy eight pattern. 
3. Do it two times without stopping. Then go to the end of your line.	3. Repeat the complete pattern twice. 

For the Child Having Difficulty

Walk through the pattern with a child who needs help.
If needed, the pattern can be indicated on the floor with chalk or masking tape.

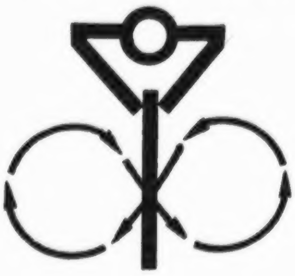
Minimum Acceptable Performance

Child can move around two hoops in a figure eight pattern twice in succession.

Variations:

1. Children may skip, hop, tiptoe, run, or creep, around the hoops in a figure eight pattern. Music may be added.
2. One child holds the hoop upright while another walks through it in a figure eight pattern.

Top View



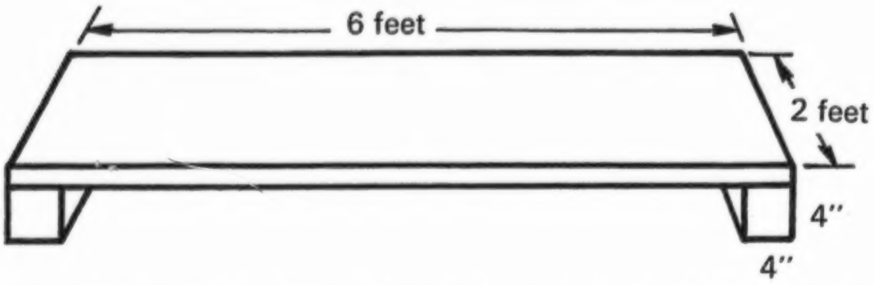
3. Same as 2, except child creeps (hands and knees).
4. Same as 2, except child walks on hands and feet.
5. See how many ways children can go through the hoop in a figure eight.
6. After children know the pattern well, ask them to change direction on signal.

activities to develop balance

Jump Board
Walking Board — Forward
Walking Board — Sidewise
Walking Board — Backward
Balance Board

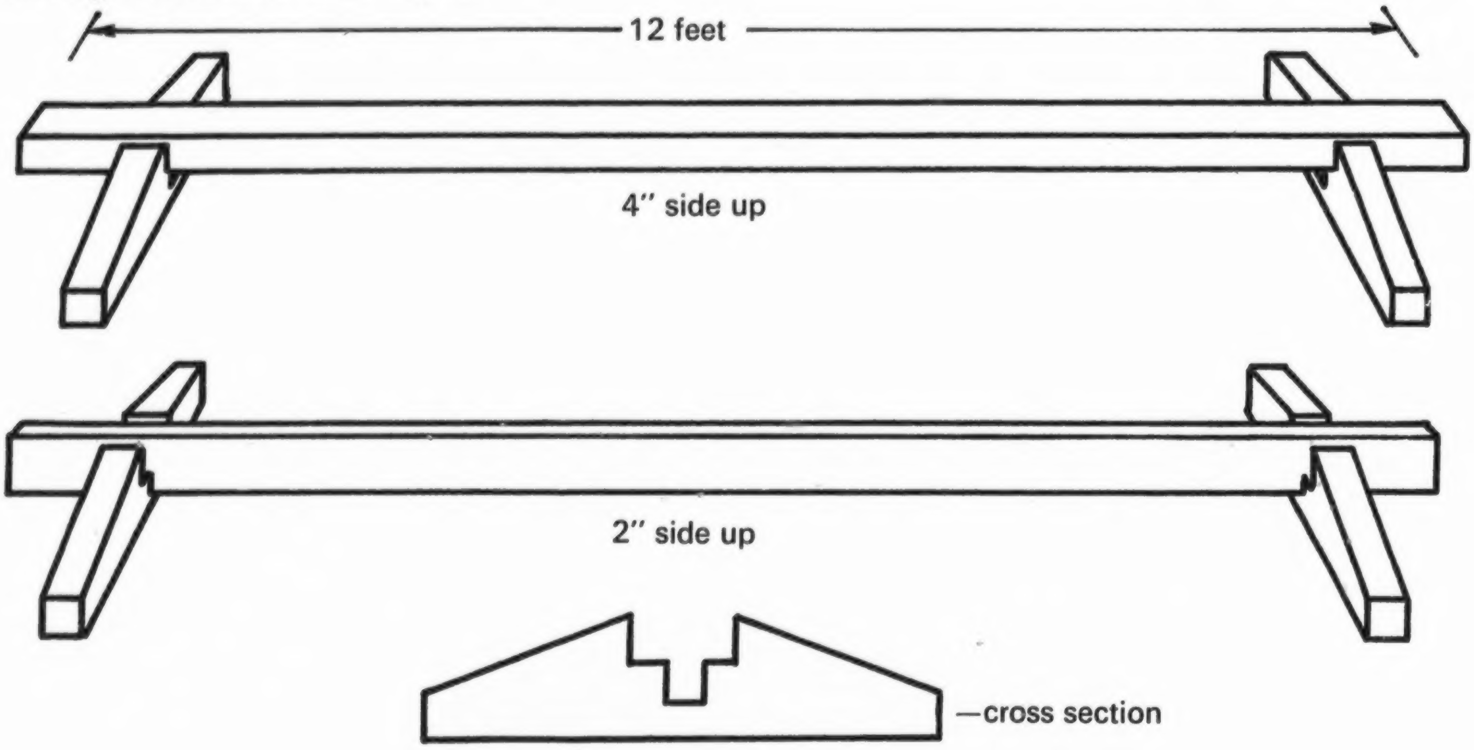
jump board

Jump Board

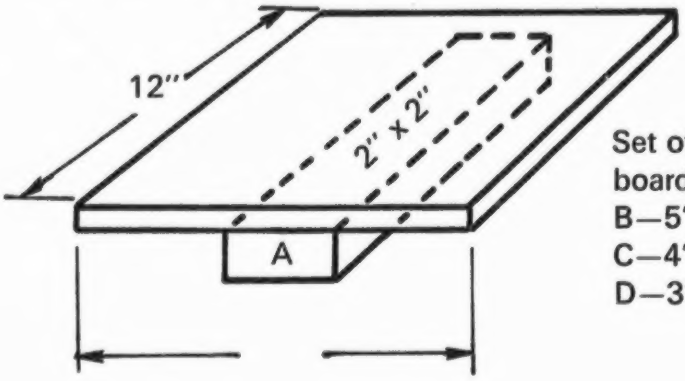

6 feet
2 feet
4"
4"

The Jump Board is made of ¾" *solid core* plywood, grade A-D (good on one side), 2' x 6', supported at each end by 4" x 4" blocks.

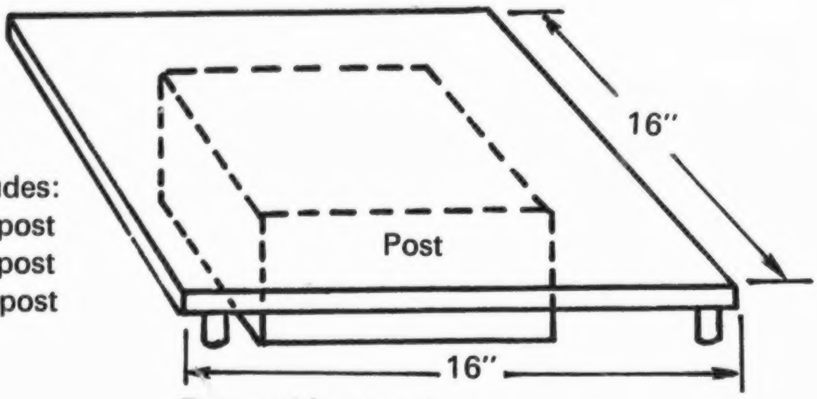
Walking Board and Cross Section


12 feet
4" side up
2" side up
—cross section

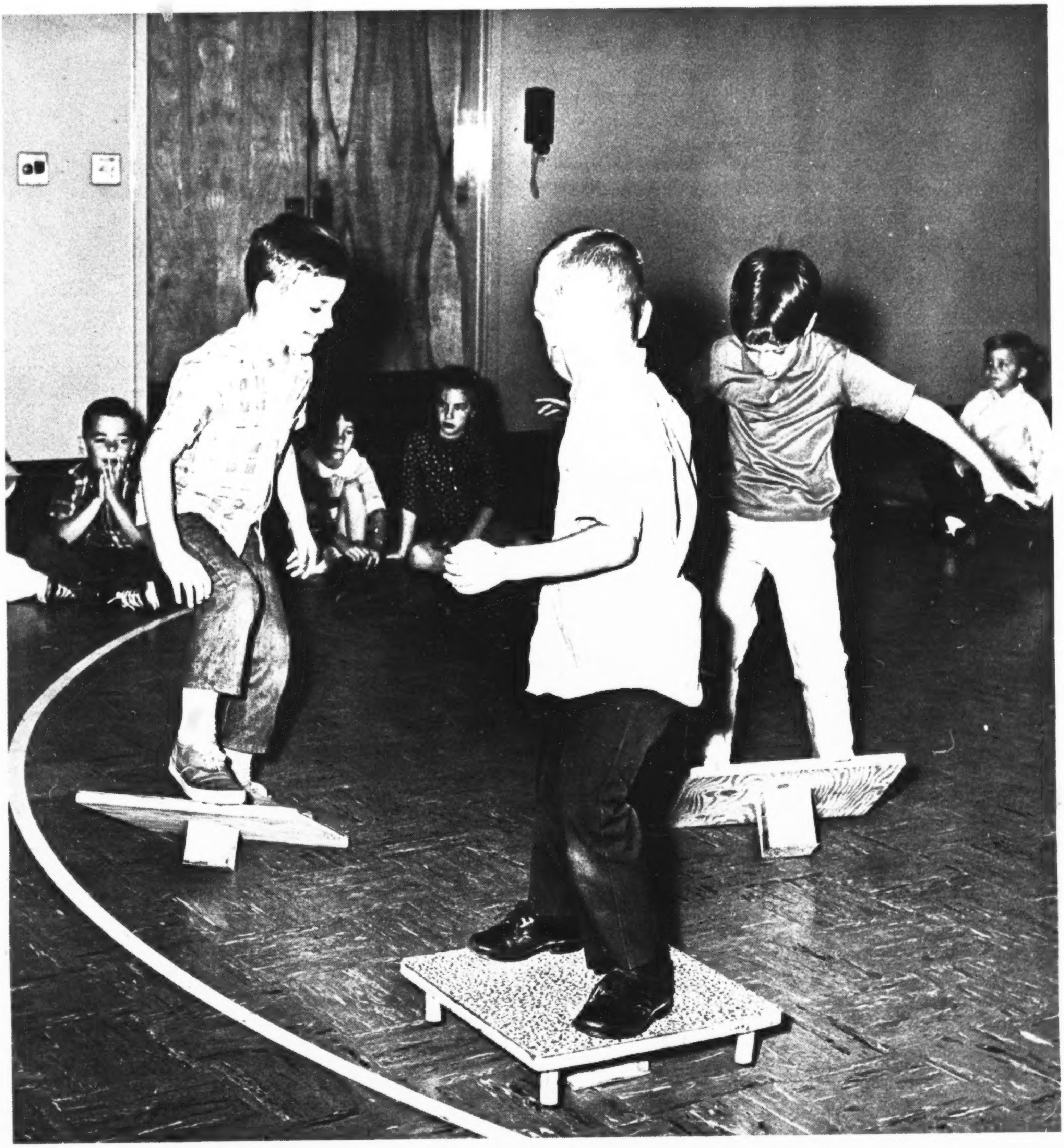
Balance Boards



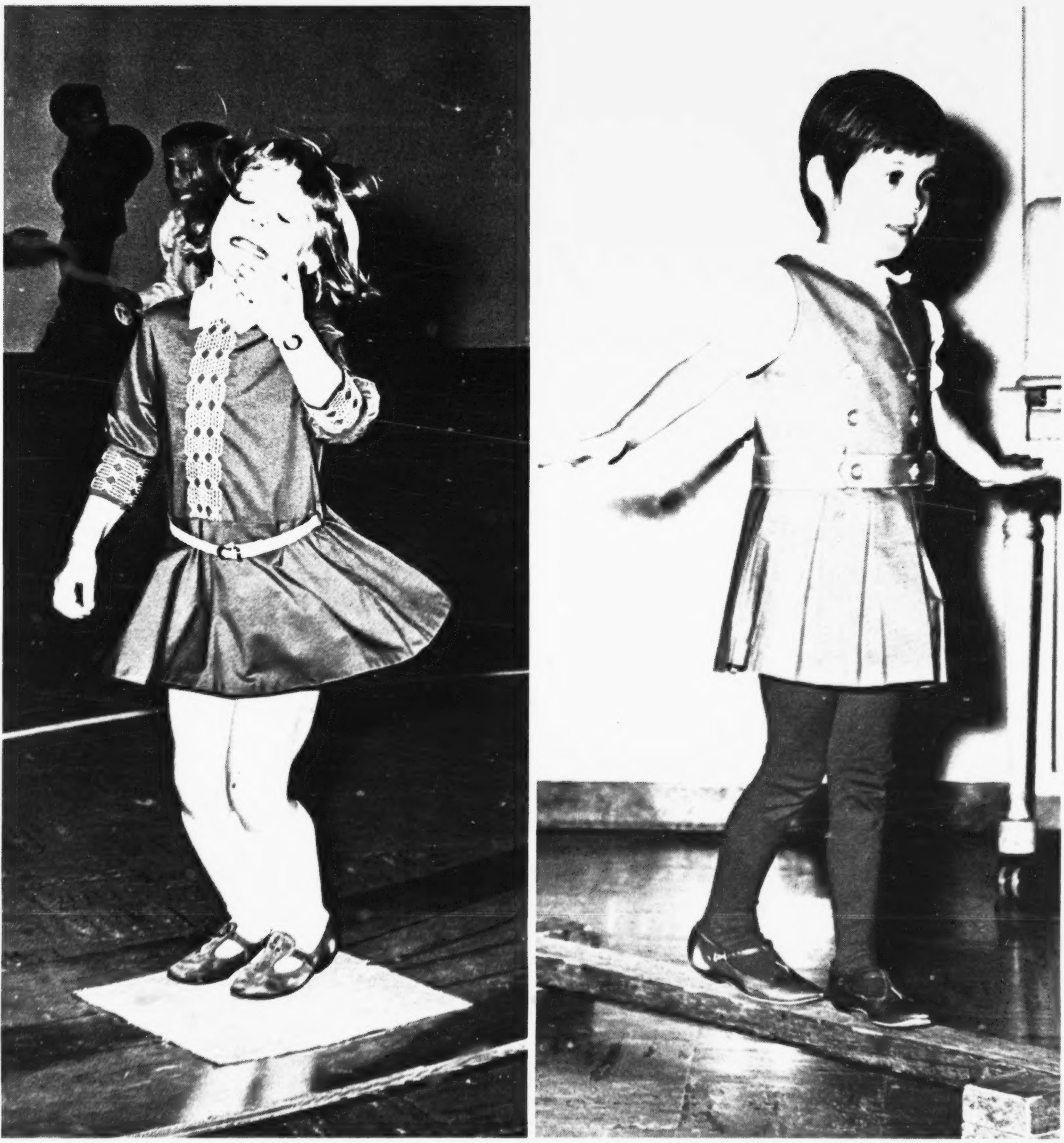
Set of three
boards includes:
B—5" x 5" post
C—4" x 4" post
D—3" x 3" post


16"
Post
16"
Removable corner
pegs

examples



examples



jump board

Objective:

To jump ten consecutive jumps rhythmically on the jump board.

General Purpose:

The jump board is used to overcome the constancy of gravity, aiding in balance, bilaterality, and coordination of the body sides.

Materials:

1. Jump board (See illustration page)
2. Fixation targets

Suggested Directions to Children	Directions for Teachers
1. Step on the center of the board. Bounce all over the board.	1. Let the child bounce until his arms and shoulders loosen up, and spring-like action of ankles, knees, and hips is achieved. Continue this step several days or until children feel secure on the board.
2. Look at this picture as you jump.	2. When smoothness begins to emerge in each step, introduce a fixation target approximately six feet away and about shoulder level of the child.
3. Say, "I am jumping up and down. I am jumping forward. I am jumping backward."	3. Have child verbalize movement.
4. Jump high enough to touch my hand.	4. Hold your hand a few inches above child's head. Let him look to see how high it is before he jumps.

For the Child Having Difficulty

If child has difficulty in any step, be sure he can jump on the floor from a bent knee position, landing with knees bent.

If child needs help to maintain balance on the jump board, hold his hand, giving just enough support to help him gain control and confidence.

Minimum Acceptable Performance

Child can jump consecutive jumps rhythmically on the jump board.

Variations:

1. Jump to music ("Alley Cat").
2. Jump first on one foot and then on the other in step-hop fashion.
3. Jump and catch a bean bag and throw it to a partner.
4. Jump and clap rhythmic combinations.
5. Use the jump tire to confine jumping to a small area. (See page)
6. Jump with eyes closed.
7. As the child jumps, flash pictures for him to identify, i.e. animals, shapes, nursery rhymes.
8. Confine jumping to a small area by marking off a one foot square in the center of the jump board with masking tape.

walking board—forward

Objective:

To walk forward placing feet, heel to toe, the full length of the walking board while keeping eyes on a fixed target.

General Purpose:

Walking board activities provide practice in balancing, which is an aid in acquiring proper posture. To maintain balance a child must be aware of both sides of his body, thus developing an inner knowledge of left and right.

Materials:

Walking board with four inch side up (See illustration, page). Visual fixation target (See glossary).

Suggested Directions to Children	Directions for Teachers
1. This is a walking board and this is how we use it.	1. Teacher or child demonstrates walking the board, walking heel to toe and using arms to help balance the body as needed.
2. Each of you will have a partner and take turns walking forward on the board. Walk slowly—heel to toe. You and your partner hold hands. One partner will walk on the board and the other on the floor, to the end of the board. Then you will change places.	2. Children have partners. Let one couple walk to the end of the board before the next couple starts. Only one child on the board at a time.
3. Step onto the board. Walk forward alone to the other end of it. You may look at the board, but not at your feet.	3. After the child feels secure with a partner, let him walk alone.
4. This time after you step on the board, look at the picture in front of you. Keep your eyes on it as you walk forward to the end of the board.	4. Add a fixation target. A colorful picture is used. It is placed on a wall approximately ten feet beyond the end of the walking board, and about shoulder height of the children.
5. Say, "I am walking forward," as you go across the board.	5. The child verbalizes his actions.

For the Child Having Difficulty

Let the child remove his shoes and walk on a 4" wide strip of corrugated paper. Then walk a strip of masking tape. Advance to the board.

Minimum Acceptable Performance

Child can walk forward placing feet heel to toe, the full length of the walking board while keeping his eyes on a fixed target.

Variations:

1. Walk forward across the board and carry a weight in both hands. Then carry the weight in one hand.
2. Walk to the center of the board, turn around and walk back.
3. Walk across the board with eyes closed. Ask the child to tell how it feels different from walking across with eyes open.
4. Walk across the board using the two inch side.

walking board—sidewise

Objective:

To move equally well sidewise in either direction, using a step-slide step, the full length of the walking board.

General Purpose:

Walking the board sidewise is a unilateral movement which develops directionality. It is also designed to provide additional practice in balancing.

Materials:

12 foot walking board, four inch side up.

Suggested Directions to Children	Directions for Teachers
1. Stand on the left end of the board with feet together, facing across the board. Move your right foot to the right, then bring your left foot up to it. Go all the way to the end of the board.	1. Demonstrate the action.
2. Now move your left foot to the left. Bring your right foot up to it. Go all the way to the end of the board.	2. The child should use normal sized steps. a. Be sure the child moves slowly. b. Ask child to look straight ahead.
3. Say, "I am walking sidewise. I am walking to the right. I am walking to the left."	3. Verbalize direction and movement. Be sure the child experiences going both directions, all the way across the board.

For the Child Having Difficulty

Watch for children who have particular difficulty moving in one direction. Let them practice "angels-in-the-snow" to gain control of body parts on the nondominant side. Practice step-slide step on the floor, leading with the nondominant foot.

If children have difficulty maintaining balance, let them practice using the jump board.

Minimum Acceptable Performance

Child can move equally well in either direction using a step-slide step the full length of the walking board.

Variations:

1. Walk forward across the board. Don't step off, but turn and walk back sidewise.
2. Walk sidewise to the middle of the board. Turn and walk backward to the end.
3. Step-slide step to music across the board.
4. Place a bean bag at center. Slide-step, pick up bag, and return.
5. Walk across board sidewise using the two inch side.

walking board—backward

Objective:

To walk the board backward placing toe to heel without stepping off more than twice while keeping eyes on a fixation target.

General Purpose:

The child's knowledge of his place in space must come from the internal directionality established within his body. Walking the board backward aids in the development of directionality, as well as providing a new experience in moving through space.

Materials:

12 foot walking board, four inch side up. Picture for visual fixation target.

Suggested Directions to Children	Directions for Teachers
1. Step on the end of the board. Walk across the board backward. I will walk close beside you. You may hold on to my hand if you need to. Feel with your foot before you step, so you can tell where the end of the board is.	1. Teach after the child has learned to walk the beam forward and sidewise and feels secure walking backward on the floor. Help each child as he goes across the board.
2. Each one will have a partner and take turns walking backward across the board. Walk slowly toe to heel. You and your partner hold hands. One partner will walk on the board, the other on the floor. Then the other partner will walk backward across the board.	2. Children have partners and hold right hands. One child will be going backward.
3. Walk backward across the board by yourself. Try to remember where the end of the board is.	3. Child may need to look over his shoulder at this time. Later he learns when to step off by seeing the length of the board he has covered.
4. Walk across the board backward, this time look at the picture!	4. Encourage children to keep eyes focused on visual fixation target. It is placed as for walking board forward.
5. Say, "I am walking backward."	5. Verbalize direction and movement.

For the Child Having Difficulty

Have child practice on the balance board and jump board; walk with partners; do other activities with backward movement; walk backward on corrugated paper without shoes; walk the board without the stand.

Minimum Acceptable Performance

Child can walk the board backward placing feet toe to heel, without stepping off more than twice while keeping eyes on a fixation target.

Variations:

1. Turn the board to the two inch side.

balance board

Objective:

To maintain balance for five seconds on two occasions, while feet are placed on the edge of a post balance board.

General Purpose:

The balance board will help the child pin point the center of gravity of his body. It requires him to maintain balance both fore and aft and left to right.

Materials:

Balance board A. (See illustrations, page). Balance boards B, C and D. (See illustrations, page). Fixation targets.

Suggested Directions to Children	Directions for Teachers
1. This is a balance board. If you stand with the same weight on each side you can make it balance.	1. Introduce balance board "A." Demonstrate stepping on one side so it tips and is held firmly against the floor. Then step on the other side carefully, shifting weight just enough to raise the lowered side of the board to make it balance.
2. I will hold one of your hands while you step on the board, first with one foot, and then with the other. See if you can stand without it tipping.	2. Give each child a turn. Encourage him to try. Don't force.
3. When you can balance without my help, you may try it alone. Look at the picture instead of your feet.	3. Place a picture in the child's standard line of vision several feet away. Encourage him to keep his eyes fixed on it.
4. Here are more balance boards. Try to balance on these. Your feet should be on the edges, and the board should not tip until I finish counting five. Don't forget to keep your eyes on the picture.	4. When children are able to use balance board "A" successfully, introduce other balance boards. Encourage the child to place his feet on the edges of the board and maintain his balance for five seconds.
5. Say, "See me balance."	5. Verbalize movements.

For the Child Having Difficulty

Have the child practice walking the walking board and jumping on the jumping board.

Minimum Acceptable Performance

Child maintains his balance for five seconds on two occasions with his feet placed at the edges of a post balance board.

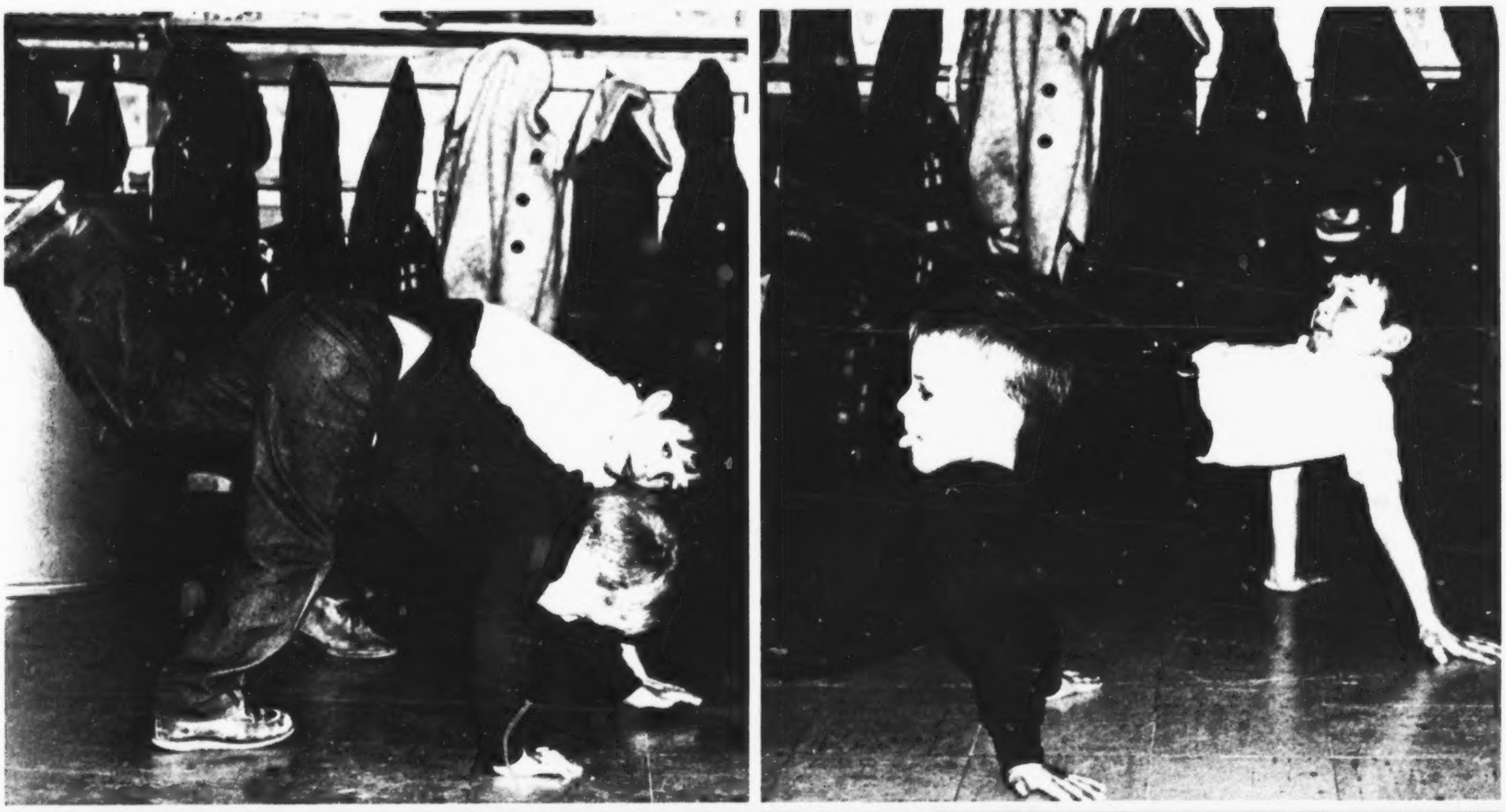
Variations:

1. Sit on the board and balance.
2. Sit on the board and rock.
3. Place the feet in various positions and balance.
4. Stand on the board and throw and catch a bean bag.
5. Balance while bouncing and catching a ball.

activities to develop body image

Identification of Body Parts
Imitation of Movement
Learning Right
Angels-in-the-Snow
Stepping Stones
Animal Walks
Obstacle Course

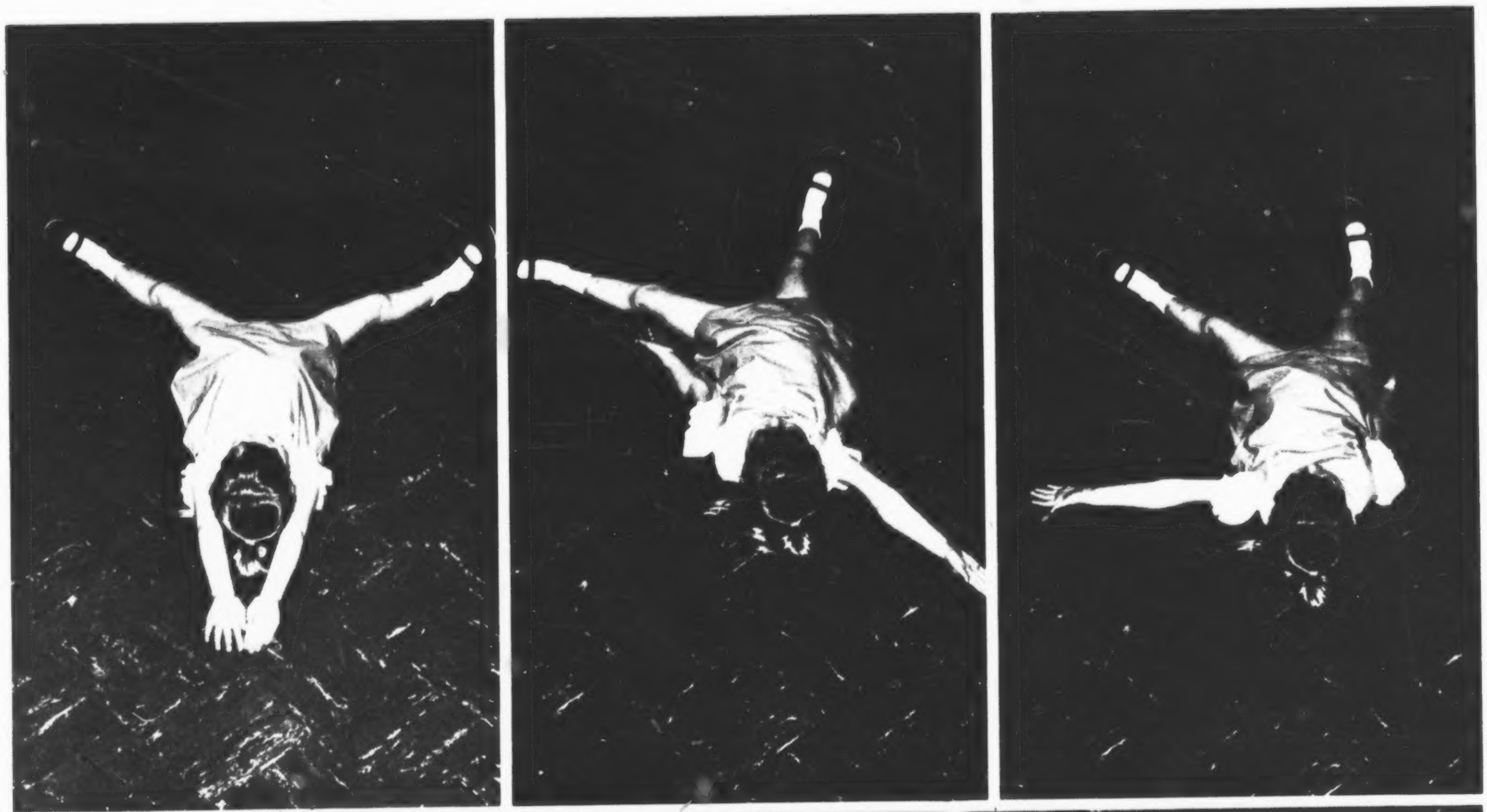
examples



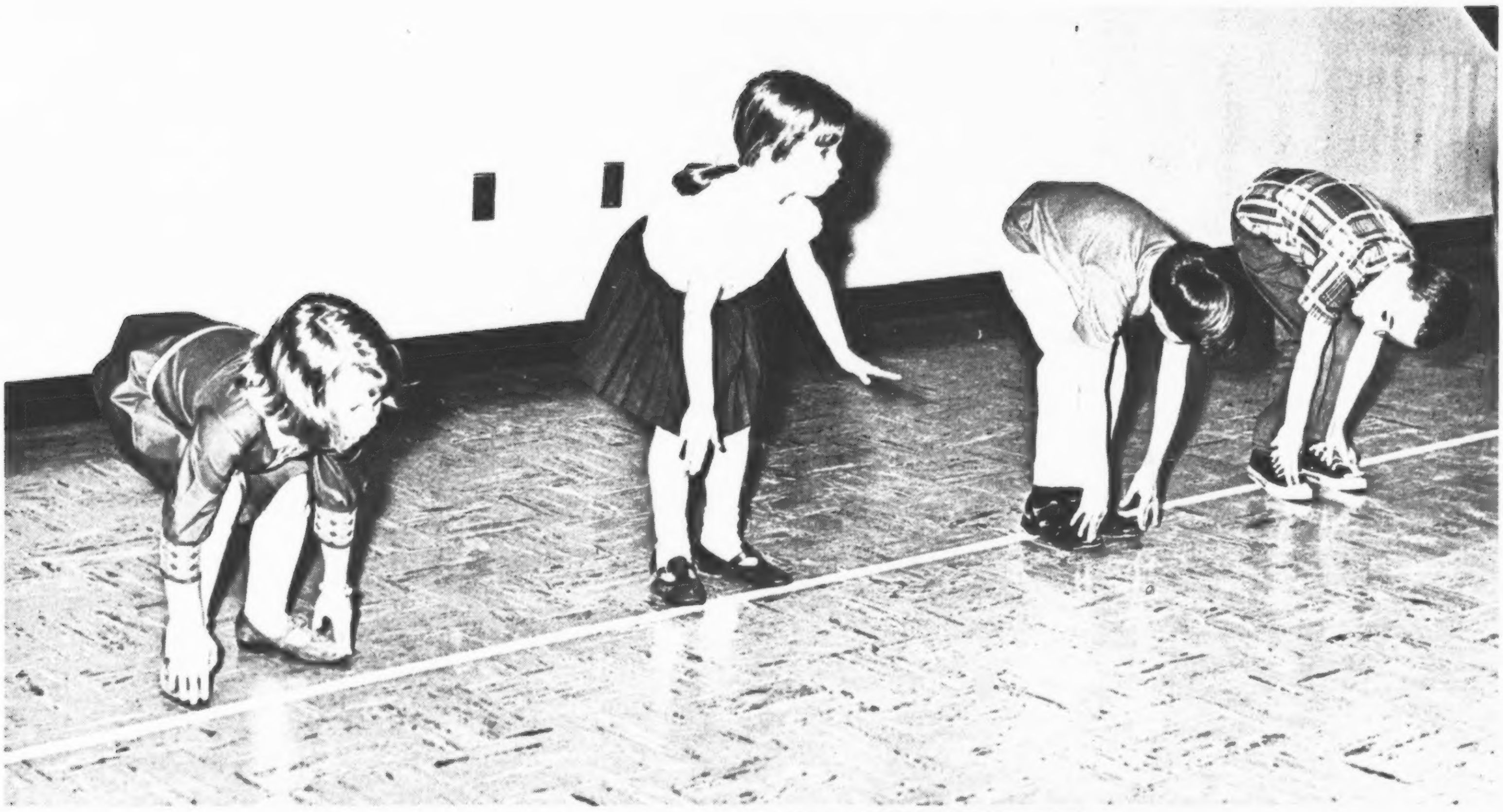
examples

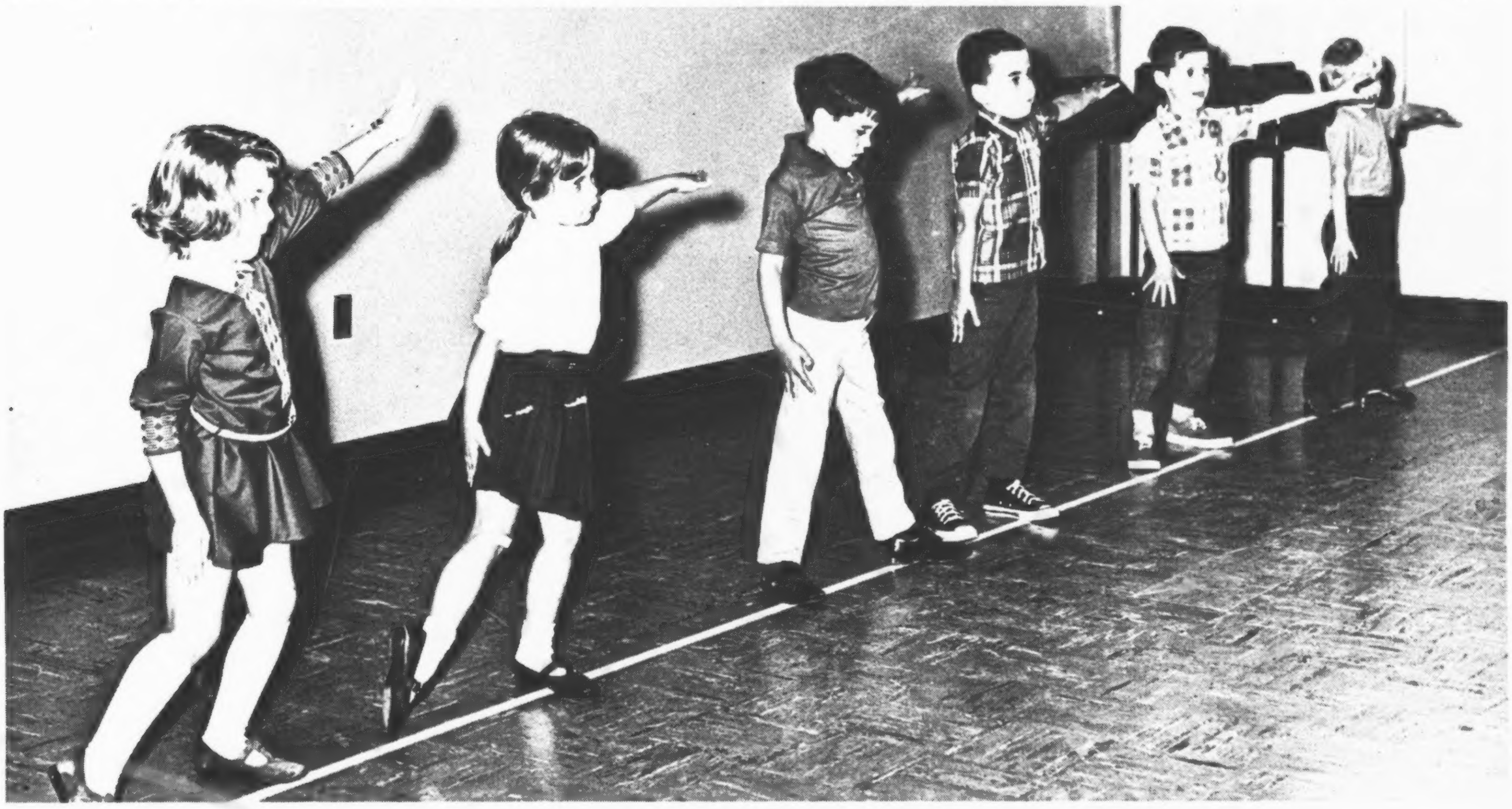
examples

examples



examples





identification of body parts

Objective:

To touch parts of the body named by the teacher, using both hands and touching paired parts simultaneously.

General Purpose:

Body awareness is important in the development of the child's self-concept as well as in coordination. He is developing language skills as he learns to name his body parts. Knowing the precise location of each part and being able to touch it without looking at it gives security in his concept of himself in space.

Materials:

Record: Developing Body-Space Perception Motor Skills "Touch and Say," Album 1; Side 1. (Optional)

Suggested Directions to Children	Directions for Teachers
1. Watch me and listen. Touch the parts of your body I tell you to touch with both hands. a. Touch your shoulders. b. Touch your hips. c. Touch your head. d. Touch your ankles. e. Touch your ears. f. Touch your feet. g. Touch your eyes. h. Touch your elbows. i. Touch your mouth.	1. Stand in front of the children. Use the record or give the suggested directions to children. Do the actions with the children while they are learning to identify their body parts. Touch body parts with both hands.
2. Follow directions as I tell you parts of your body to touch.	2. Repeat the same directions to children, but do not demonstrate the actions.
3. Repeat lesson No. 1. Mix order.	3. Observe children who hesitate or have to "feel around" to make contact with the specific part.

For the Child Having Difficulty

Practice Animal Walks and Angels-in-the-Snow to call attention to parts of the body, their location, and control.

Minimum Acceptable Performance

Child can touch the parts of the body named by the teacher, using both hands and touching paired parts simultaneously.

Variations:

1. Fingerplays using body parts.
2. Record: "My Toes My Knees," from *Estamae's Toy Shop.*
3. Fingerplays from book, *Let's Do Fingerplays,* Marion Grayson.
4. Play "Simon Says."

imitation of movement

Objective:

To imitate eight arm and leg movements as produced by the teacher.

General Purpose:

Imitating simple arm and leg movements demonstrates control of body limbs and the ability to translate a visual pattern into a motor pattern.

Materials:

None

Suggested Directions to Children	Directions for Teachers
1. Stand where you have plenty of room to spread your arms out wide and not touch anyone or anything.	1. Stand facing children. Be sure all can see you. "U" formation is suggested.
2. *Look* at me and *do* as I do.	2. Demonstrate the following actions. Do not talk. Children are to copy what they see. a. Stand erect, arms at sides and feet together. Extend the right arm. Hold for an instant and return to position. b. Extend right foot. Hold. Return to position. c. Extend right arm and right foot. d. Extend left arm. e. Extend left foot. f. Extend left arm and foot. g. Extend right arm and left foot. h. Extend left arm and right foot.
	3. The child may parallel or use the same arm and leg as the teacher. Be sure he is consistent. If not, he is showing confusion in laterality and body image.

For the Child Having Difficulty

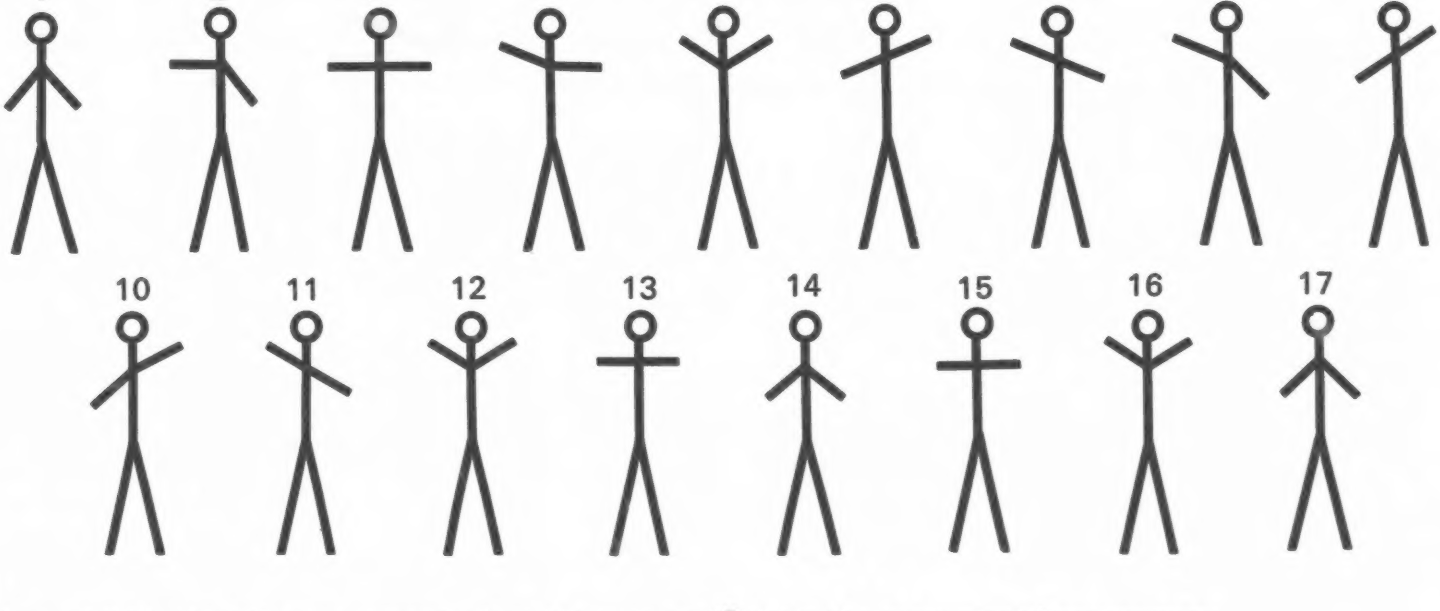
Practice Angels-in-the Snow and identification and control of individual parts.

Minimum Acceptable Performance

Child can imitate eight arm and leg movements as produced by the teacher.

Variations:

1. These movements should be presented in the following order as child progresses.[1]



2. Have child look at the movement, close his eyes and imitate the movement from memory.
3. Use Tape No. 5 "Pop Goes the Weasel." (with exercises).

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[1] Kephart, *Slow Learner in the Classroom,* page 132.

learning right

Objective:

To move the right hand, right foot, and turn to the right on command of teacher.

General Purpose:

Differentiation between the right and left hands and right and left feet will make following and giving instructions easier.

Materials:

Masking tape.

Suggested Directions to Children	Directions for Teachers
1. This is my right hand. I do many things with my right hand.	1. Children stand in U formation. You stand in opening of U with your back to children. Raise your right hand. In teaching "right," do not mention "left." Children will know "left" if they are sure of "right."
2. You have a right hand, too. You need to know your right hand to play some of our games. I will put some masking tape on your right hand. When I do you will tell me, "This is my right hand."	2. Place two-inch strip of masking tape on the back of each child's hand.
3. Now raise your right hand. Put your right hand on your head. Put your right hand on your ear. Raise your right foot. Jump three times on your right foot.	3. Do these activities with the children. Continue this as long as necessary.
4. Now turn around and face the other way. Raise your right hand. Raise your right foot. Take a child near you for a partner. Face your partner. Shake hands. Be sure to use your right hand.	4. Continue several more directions. Help children to know their right hand is still the same hand when they face a different direction.
5. Close your eyes and remember which hand had the tape on it. This is your right hand. Raise your right hand and say, "This is my right hand."	5. After a time lapse, and tape has been removed, check to see how many children remember "right."
6. Now we are ready to learn to play Looby-Loo.	6. Teach Looby-Loo (or any other game which uses "right.").

For the Child Having Difficulty

In each step, watch for children who have trouble and help them at that time.

For children who forget which hand had the tape, take them through similar steps again, giving individual help.

Minimum Acceptable Performance

Child can move the right hand, right foot, and turn to the right on command of the teacher.

Variations:

1. Do the "Hokey-Pokey."
2. Gallop with right foot forward.
3. Throw the ball with your right hand.
4. Put out your right hand to take a note for your parents.

angels-in-the-snow

Objective:

To respond to directions for bilateral, unilateral, and cross lateral movements of body limbs while lying in a supine position.

General Purpose:

Coordinated movements of body limbs help a child learn laterality and develop awareness of his body. He becomes aware of his extremities and their position in space relative to his body. Having him make movements in time sequence or rhythms helps him gain good bilateral control in which each side maintains its independence but is integrated with the other. Practice results in observable change in total coordination and a reduction of distractability.

Materials:

Record: Developing Body-Space Perception Motor Skills, Album 1, Side 1. (optional)

Suggested Directions to Children	Directions for Teachers
1. Lie on the floor on your back, arms at your side, and feet together.	1. Instruct child to lie on his back on the floor with his arms at his side and his feet together. Make certain he has ample room to move his limbs without hitting objects in the room.
a. We are going to pretend we are lying in the snow. With our bodies we are going to make "Angels-in-the-Snow."	a. Give a brief explanation or demonstration of "Angels-in-the-Snow."
b. Move your arms up over your head until your hands touch. Now move them back to your side. Feel the floor all the way.	b. Be sure child's arms always touch the floor. His arms must be straight above his head, hands touching.
c. Move your feet wide apart and keep your heels on the floor. Now move them back together.	c. Be sure he moves his feet wide apart. Heels must remain on the floor.
2. Lie on the floor to make "Angels-in-the-Snow."	2. When he is acquainted with the above procedure and knows what you want him to do, proceed with the following sequence:
a. Move just this arm. Now move it back to your side.	a. Point to the right arm.
b. Move just this arm. Now move it back to your side.	b. Point to the left arm.
c. Move just this leg. Now back together.	c. Point to the right leg.
d. Move just this leg. Now back together.	d. Point to the left leg.
e. Move both arms above your head. Now back to your sides.	e. Observe if arms remain on floor and hands touch.

f. Move legs apart. Now move them back together.	f. Observe if child moves legs far apart and keeps heels on floor.
g. Now move this arm and this leg. Then back.	g. Point to left arm and left leg.
h. Now move this arm and this leg. Then back.	h. Point to right arm and right leg.
i. Now move this arm and this leg. Then back.	i. Point to right arm and left leg.
j. Now move this arm and this leg. Then back.	j. Point to left arm and right leg.[1]

For the Child Having Difficulty

Touch the arm or leg to be moved.
Guide the arm or leg not responding.
Give additional opportunities to do imitation of movements, and walk on the walking board.

Minimum Acceptable Performance

Child can respond to directions for bilateral, unilateral, and cross-lateral movements of body limbs while lying in a supine position.

Variations:

1. Use the word "right" "left" when giving directions, instead of pointing to designated limb.
2. Have the children find a place on the ceiling to be used for their fixed target while they do the suggested movement.
3. Use tape No. 3 or the following song: "Angels-in-the-Snow," adapted from "I'm a Pilot."[2] Words by Polly Brown and kindergarten children.

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[1] Kephart, *The Slow Learner in the Classroom,* page 135.

[2] Dalton, Ashton, Young, *My Picture Book of Songs,* "I'm a Pilot," M.A. Donahue Co., Chicago, New York. p. 47: Special permission granted May 10, 1968.

stepping stones

Objective:

To walk on 20 squares of two colors arranged in a given pattern, matching colors used on the feet to colors of the squares.

General Purpose:

This activity involves eye-foot coordination. Can the child's foot produce the movements that the eye demands? Laterality and directionality are both developed.

Materials:

20—6'' squares of cardboard or tile, 10 one color and 10 of another color.
Socks, ribbon, or tape to correspond to colors of squares.

Suggested Directions to Children

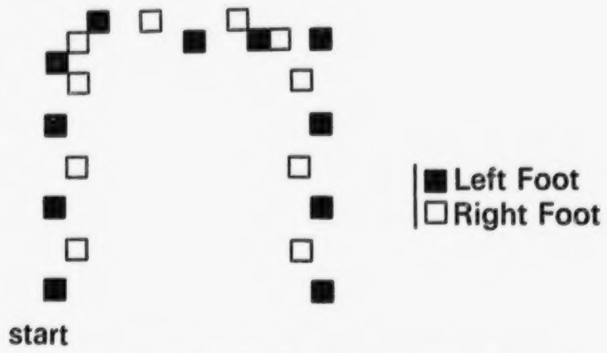
1. I am going to mark your feet the same color as these squares with black on your left foot and red on your right foot.

   Put the foot with the black mark on this first square. Now put the foot with the red mark on the next square. Walk on all of the squares, putting your black foot on the black square and your red foot on the red square. You must always step on the very next square. Don't skip any, and don't go back.

2. Say, "Stepping stones are red and black. Don't skip any and don't go back."

Directions for Teachers

1. Some definite way of marking right and left foot to correspond to the squares is needed such as tape, ribbon, or socks.
   Lay out the squares on the floor of the room in this pattern:[1]



   If needed, teacher may demonstrate the first six squares.

2. Verbalize color and direction.

For the Child Having Difficulty

Give the child more training on walking board and Angels-in-the-Snow; play games which require specific movement of feet and legs; provide practice on simpler patterns.

Minimum Acceptable Performance

Child can walk on 20 squares of two colors, arranged in a given pattern, matching colors used on the feet to colors of the squares.

Variations:

1. Vary size of stride.
2. Lay out stones as if for crossing a brook. (''Don't get your feet wet'').
3. Walk stepping stones to rhythm of walking music.
4. Plan more difficult patterns of stones to walk.

[1] Kephart, *Slow Learner in the Classroom,* p. 138.

animal walks

Objective:

To change body position and move as directed.

General Purpose:

The child's body image may be strengthened by requiring the body to assume different positions and functions during the prescribed animal walks. He must maintain laterality and directionality for these tasks, although his usual postural and balance relationships are altered.

Materials:

Mat, if available. Tape No. 4 Records used on tape: Phoebe James; Elementary Rhythms. Free Rhythms; No. PJ—8[1] Honor Your Partner Series Album No. 14[2]

Suggested Directions to Children

1. Can you walk like an animal? Here are some animal walks that are fun to try.
    a. PUPPY DOG RUN: Run forward on your hands and feet.
    b. RABBIT JUMP: Place weight on your hands which are way out in front of your feet. Jump forward to your hands. Repeat.
    c. CRAB WALK: Squat down. Lean backward placing your hands on the floor well behind feet. Walk forward on your hands and feet. Walk backward.
    d. SEAL WALK: Walk on your forearms and drag your feet.
    e. LAME DOG WALK: From "all fours" position, lift one foot from floor and walk forward on both hands and one foot.
    f. BEAR WALK: Walk on hands and feet, moving the arm and leg on the same side of your body at the same time.
    g. ELEPHANT WALK: Bend forward with your arms hanging toward the floor. Move forward keeping your knees stiff and swing your arms slowly from side to side.
    h. DUCK WALK: Squat down. Raise your elbows outward and walk forward.

Directions for Teachers

1. In all of these activities a child may demonstrate.

These actions may be done as a total group, or children may be divided into small squads.

Minimum Acceptable Performance

Child can change body position and move as directed to do various animal walks

Variations:

1. "Inch Worm" —Curriculum Publication, PE-35, page 7, Portland Public Schools.
2. Curriculum Publication, PE-10, Portland Public Schools.

Permission to use recordings on tape granted by:

[1] Phoebe James Incorporated, May 25, 1968.

[2] Educational Activities, Incorporated, June 7, 1968. (Limited to six copies)

obstacle course

Objective:

To complete an obstacle course which contains specific objects to go under, over, and between, moving as directed and within two inches of the object.

General Purpose:

The obstacle course is arranged to help the child become aware of the space needed to accommodate his body in various positions.

Materials:

Six chairs. Two sticks.

Suggested Directions to Children	Directions for Teachers
1. This is an obstacle course. Step over the first stick, duck under the second stick, squeeze between the chairs, and crawl through the barrel.	1. Set up an obstacle course. a. Place two eleven inch kindergarten chairs opposite each other. Lay a stick (approximately three feet long) across the seats of the chairs so it is about level with the children's knee height. b. About six feet further on, place another stick (approximately three feet long) across the backs of kindergarten chairs so the stick is about two inches lower than the children's shoulders. c. Another six feet further on, place two larger chairs back to back leaving just enough room between them so children must turn sidewise to go through without touching either chair. d. Another six feet, place the barrel on the floor on its side so children can crawl through it. Have one child demonstrate the complete course. Let each child have a turn.
2. Let's say, "Over and under and between. Through the barrel not to be seen."	2. Verbalize the action by saying the action the child is performing. **Minimum Acceptable Performance** Child can complete an obstacle course which contains specific objects to go under, over, and between, moving as directed, and within two inches of the object.

Variations:

1. Add other equipment as year progresses: tunnel, walking board, jumping and leaping activities, balance board, barrel, stairs.
2. Add music as children perform.
3. Vary the space given and ask the child to judge if it is sufficient to allow him to perform the movements as directed.

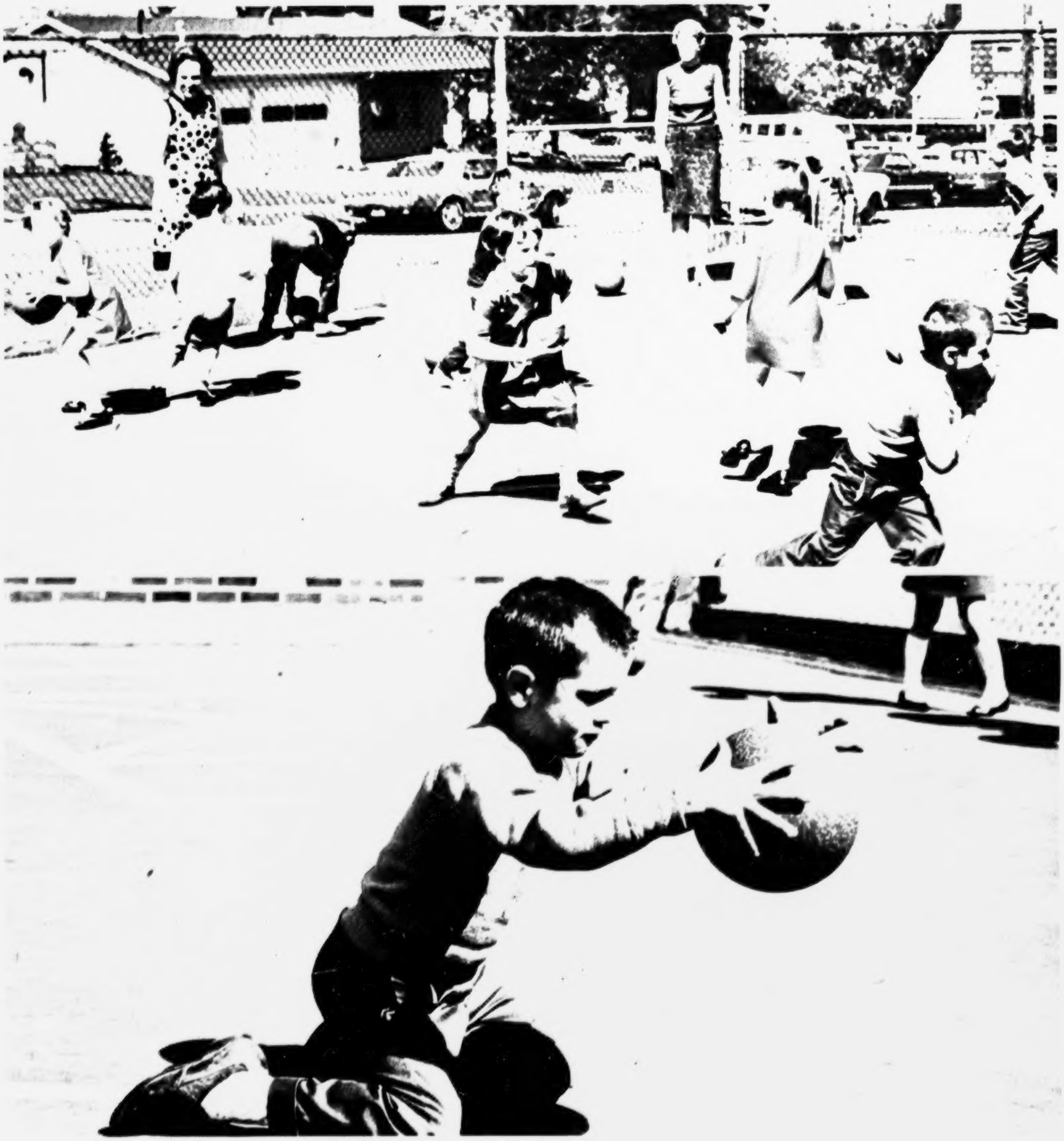
activities to develop eye-hand coordination and eye movements

Bean Bag Activities
Ball Activities
Vertical and Horizontal Lines
Double Circles
Developmental Drawings
Pegboard Designs
Suspended Ball
Eye Pursuit Movements
Eye Movement—Near and Far
Everyday Activities

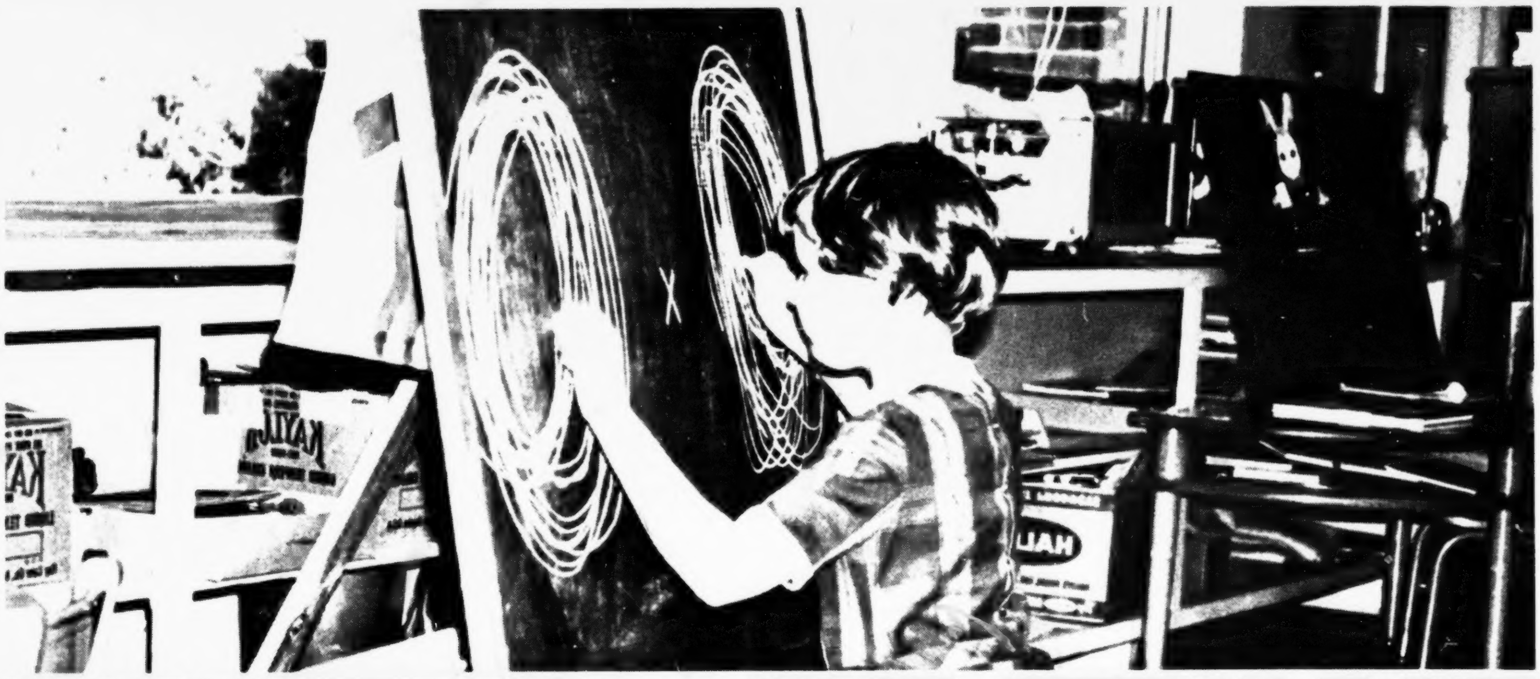
examples

examples

examples



examples



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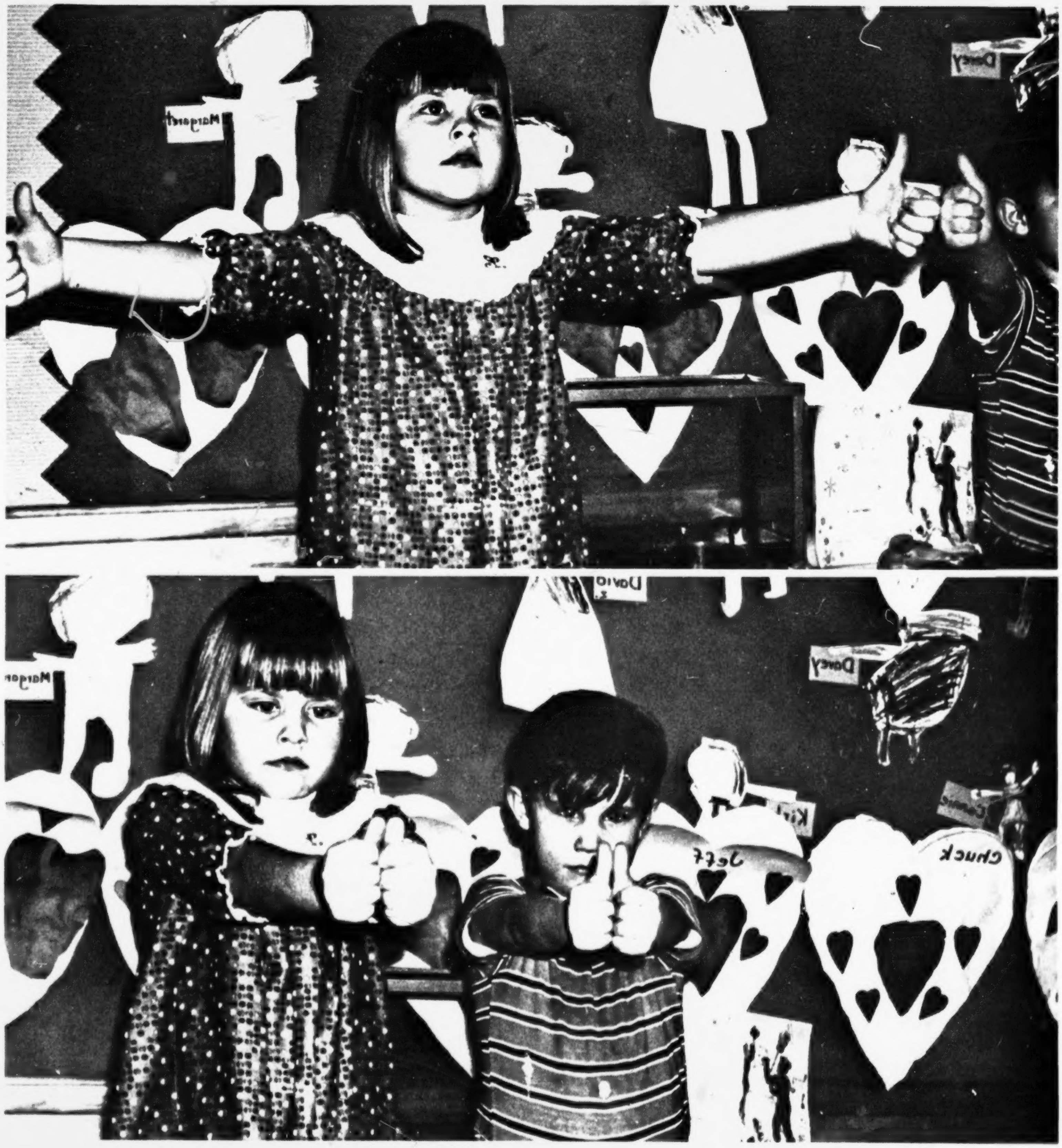


bean bag activities

Objective:

1. To catch a bean bag tossed from a distance of four feet, three out of five times.
2. To toss the bean bag into a target basket from a distance of four feet, three out of five times.

General Purpose:

Throwing the bean bag requires the child to fixate on a target. When catching a bean bag, he must follow the moving bean bag with his eyes. He learns to use his eyes and hands as a team. In doing this, he is required to use body control and also to make space judgment.

Materials:

Bean bags. Container to be used as a target.

Suggested Directions to Children	Directions for Teachers
1. You do the same thing with your bean bag as I do with mine. a. Toss and catch your bean bag. Use both hands. Use one hand. b. Hold your bean bag in your hand. Make large circles. Make small circles. Go fast. Go slowly. Change hands and do the same thing. c. Toss your bean bag from one hand to the other. Close your eyes and do it.	1. Give each child a bean bag. Stand so each child can see you demonstrate actions: a. Toss bean bag upward using both hands. Catch. Toss bean bag upward using one hand. Catch. b. Hold bean bag. Make circles in the air. Vary speed, and size of circles. Change hands; repeat. c. Toss bean bag from one outstretched hand to the other. After child is proficient, have him perform with eyes closed.
2. Toss the bean bag to your partner. He will toss it back to you. Toss it like this.	2. Children play toss and catch the bean bag. Partners are facing with approximately four feet between them. Child tosses the bean bag with underarm movement. Demonstrate.
3. Step up to the line. Lean forward like this—with one foot in front. Look at the target. Toss the bean bag into the target.	3. Make a mark on the floor four feet from a given target (such as wastepaper basket or box). Demonstrate how to walk up to the line leaning forward on front foot. Emphasize looking at target. Then toss bean bag into it.

Minimum Acceptable Performance

Child can catch a tossed bean bag and can toss a bean bag into a target, at a distance of four feet, three out of five times.

Variations:

1. Put the bean bag on your head; in front of you, in back of you, between your feet (verbalize placement). Vary positions, i.e. laying or sitting on the floor. Repeat actions.
2. Toss bean bag high or low into a target and at varied distances.
3. Play hot potato; hop scotch.

ball activities

Objective:

To catch a ball and throw a ball to a target from a distance of four feet.

General Purpose:

Throwing the ball requires the child to fixate on a target. When catching a ball, he must follow the moving ball with his eyes. He learns to use his eyes and hands as a team. In doing this, he is required to use body control and also to make space judgment.

Materials:

Large playground rubber balls (8½ inch diameter).

Suggested Directions to Children	Directions for Teachers
1. You do the same thing with your ball as I do with mine.	1. Stand where each child can see you. Do each activity with the children. Many opportunities must be provided for practicing each of the steps in the sequence. When demonstrating ball activities use a good "follow through." (See glossary) Encourage and help the children to do this.
a. Hold the ball.	a. Hold the ball.
b. Move your ball from one hand to the other.	b. Move the ball from hand to hand.
c. Place your ball on the floor then pick it up.	c. Place the ball on the floor and then pick it up.
d. Roll your ball, then go get it.	d. Roll the ball and recover it.
e. Bounce your ball and catch it.	e. Bounce the ball and catch it.
f. Bounce your ball and catch it. Do it three times.	f. Continuously bounce and catch the ball.
g. Toss your ball. Let it bounce on the floor, then catch it.	g. Toss, bounce, and catch the ball.
h. Toss your ball up in the air. Catch it as it comes down.	h. Toss and catch the ball.
i. Place your ball on the floor. Kick it.	i. Kick the ball from a stationary position.
2. You will have a partner to play ball with.	2. Have two children demonstrate. Provide sufficient time for practicing each step.
a. Hand the ball to your partner. Partner hand it to you.	a. Hand the ball to each other.
b. Roll the ball; the other partner will bring it back. Take turns.	b. One child rolls the ball, the other retrieves it.

c. Bounce the ball to your partner. Partner bounce it to you.

d. Toss the ball to your partner. Partner toss it to you.

e. Place the ball on the floor. Your partner will run to it and kick it. Take turns.

c. Bounce the ball to partner four feet away.

d. Toss the ball to partner four feet away.

e. Run to the ball and kick it from a stationary position. Partner retrieves it.

For the Child Having Difficulty

Do more bean bag activities.
Use a beach or fluff ball.
Show child how to grasp the ball on the sides.
Keep looking at the ball or the target.

Minimum Acceptable Performance

Child can catch a ball and throw a ball to a target from a distance of four feet.

Variations:

1. Give opportunity for the child to experiment with balls independently during activity time.
2. Play games using balls, such as:
   a. Hot Potato
   b. Sending a Letter
3. Vary distances ball is tossed, bounced or kicked.

vertical and horizontal lines

Objective:

To draw a vertical line (top to bottom) and a horizontal line (left to right) on four different occasions, within the limitations set up by the Stanford-Binet.

General Purpose:

Chalkboard activities require the child to use his eyes and hands as a team. He sees the trace made by his gross movements as he scribbles, and as he is able to bring fine muscles under control, he can produce shapes as he visualizes them.

Materials:

Chalk
Eraser
Chalkboard
Sand
Finger paint

Suggested Directions to Children	Directions for Teachers
1. Scribble.	1. Children may scribble at random on the chalkboard, in the sand table, or with finger paint. Children need to have many random scribbling experiences before attempting to draw lines.
a. Scribble until I tell you to stop.	a. Let children scribble for 10 seconds.
b. Look at your scribbling.	b. Have child observe his scribbling.
c. Trace over any part you wish.	c. Retrace part of it.
2. Make a line like this, top to bottom. Go back to the top. Top to bottom, top to bottom, top to bottom.	2. Demonstrate a vertical line. Verbalize: "Top to bottom." Be sure children start at the top each time.
3. Make a line like this, left to right. Go back to the left, across to the right. Left, right, left, right.	3. Demonstrate a horizontal line. Verbalize.

For the Child Having Difficulty

Make a vertical line and a horizontal line in finger paint or in wet sand.
Guide child's hand.
Let child retrace your lines.

Minimum Acceptable Performance

Child can draw a vertical line (top to bottom) and a horizontal line (left to right) on four occasions.

Variations:

1. Use Tape No. 6, "Chalkboard Activities." When presented, do activities in the air, teacher demonstrating.

double circles

Objective:

To make two continuous circles with chalk using both hands at the same time, one moving clockwise, the other counterclockwise, for five seconds.

General Purpose:

Chalkboard activities require the child to use his eyes and hands as a team. He sees the trace made by his gross movements as he scribbles, and as he is able to bring fine muscles under control. He can produce shapes as he visualizes them.

Materials:

Chalk	Chalkboard
Eraser	

Suggested Directions to Children	Directions for Teachers
1. Scribble anything you like.	1. Scribble at random. Encourage child to make large free movements.
2. Watch me:	2. Demonstrate making double circles. Stress each step.
a. I am standing about a foot from the chalkboard with both feet on the floor.	a. Stand comfortably erect about 12 inches from the chalkboard.
b. I lean forward until my nose touches the board. I put a mark where my nose touches.	b. Put a dot or "X" mark where your nose touches the board.
c. I pick up a piece of chalk in each hand and hold it loosely like this.	c. Do not hold chalk like a pencil; put it in the bend of your fingers. Hold it as you would hang from the horizontal bar, supporting chalk with your thumb. Both pieces of chalk should be placed in front of the shoulders at eye level.
d. I am looking at my mark on the board. I start at the top and make circles like this, counting 1, 2, 3, 4, 5, stop.	b. Start circles at the top. Stop on the count of "five." The circles should be side by side, not overlapping or touching. If you are right handed, your right hand moves counter-clockwise; left hand moves clockwise. If left handed, vice versa. Count 1, 2, 3, 4, 5, stop.
3. Now it is your turn to make circles. Remember to:	3. Observe child's performance:
a. Stand on both feet and look at the chalkboard.	a. Posture and position.
b. Lean forward until your nose touches the board. Mark where it touches the board.	b. Distance from the board. (Give help if needed.)

c. Pick up your chalk. Hold it in both hands. Place your chalk on the chalkboard.	c. Proper hold of the chalk.
d. Keep looking at your mark; start at the top and make circles until I say stop. 1, 2, 3, 4, 5, stop.	d. Eyes on his target, and starting at the top. Movement is clockwise and counterclockwise. These directions of movement should be encouraged until speed, rhythm, and roundness of circles achieved.

For the Child Having Difficulty

Make double circles with finger paint or in wet sand. Guide child's hands. Have child retrace your pattern.

Minimum Acceptable Performance

Child can make two continuous circles with chalk using both hands at the same time, one moving clockwise, the other counterclockwise, for five seconds.

Variations:

1. Use Tape No. 6, "Chalkboard Activities."
2. Reverse direction of double circles on command.
3. Make both circles go the same direction.

developmental drawings

Objective:

To draw a circle, cross, square, and triangle approximately the size of the given model, and within the limitations set up by the Stanford-Binet.

General Purpose:

Development drawings require the child to use his eyes and hands as a team. He is able to bring fine muscles under control, he can produce shapes as he visualizes them.

Materials:

Chalk	Eraser
Chalkboard	

Suggested Directions to Children	Directions for Teachers
1. Make a circle. Say, "Start at the top, go around and close."	1. Demonstrate. Encourage child to make his circles large and round. Start at the top, and use a counterclockwise direction. Give many opportunities for practice.
2. Draw a cross like this. Say, "Top to bottom, then left to right."	2. Demonstrate. Give opportunities for practice.
3. Make a square like this. As you make it say, "Go down, stop; across, stop; up, stop; across, close."	3. Demonstrate. Give many opportunities for practice. Voice inflection may be used to emphasize "up and down."
4. Make a triangle like this. Say, "Slant down, stop; across, stop; slant up, close."	4. Demonstrate. Give many opportunities for practice.

For the Child Having Difficulty

Provide more opportunities to experiment with scribbling. Let him trace around templates.

Minimum Acceptable Performance

Child can draw a circle, cross, square and triangle approximately the size of the given model and within the limitations set up by the Stanford-Binet.

Variations:

1. Use paper and crayon.
2. Cut and paste shapes.
3. Paint shapes.
4. Vary size of circles, square, and triangles (large and small).
5. Draw and trace over lazy eights.
6. Use Tape No. 6, "Chalkboard Activities" (Do in the air first with teacher demonstrating).
7. Refer to Kephart, *Slow Learner In the Classroom,* pages 161-215.

suspended ball

Objectives:

To poke a swinging three-inch ball with a forefinger three continuous times, holding the head still and keeping the eyes on the ball.

General Purpose:

Using the suspended ball requires the child to follow a moving target and respond in terms of the position of the target. It requires accurate timing and a synthesis between the visual system and the motor system.

Materials:

Beach ball. A soft rubber ball about the size of a tennis ball is suspended by a string from the ceiling. When the opposite end of the string is attached to the ceiling the ball swings like a pendulum.

Suggested Directions to Children	Directions for Teachers
1. Look at this beach ball.	1. Use a multicolored beach ball.
a. With one finger touch the red color on the ball.	a. Hold ball slightly below child's eye level so he is able to touch the designated color.
b. When you see the red color on the ball, touch it quickly with one finger.	b. Rotate the ball slowly. Child should thrust his finger to touch the ball.
2. Hold your head still, keep your eyes on the ball.	2. Child stands about arm's length from the suspended ball with the pivot line of the string directly in front of him.
a. Let your finger follow the ball as it moves.	a. Pull the ball to one side and release it, letting it swing in front of the child by its own weight. The child must contact the ball in one thrust.
b. When the ball moves farther, your finger will move farther.	b. Swing the ball in a very small arc making sure the child holds his head still and follows the ball with his eyes. Increase the length of the arc gradually.
3. Hold your head still and watch the ball.	3. Have a child demonstrate:
a. Touch the ball with one finger when it gets in front of your face.	a. Child positions his finger within an inch or two of the ball. Swing the ball beginning with a small arc gradually working up to a larger arc. Gradually move the starting position of the hand until the child can thrust from his shoulder.
b. Touch the ball with your finger when I say, "Now."	b. This requires the child to follow the ball with his eyes as the ball swings.

For the Child Having Difficulty

Use a larger suspended ball. Jump on the jumping ball using a fixation target.
Do more pegboard activities. Do more ball and bean bag activities. Tell stories using flannel board and the left to right, top to bottom sequence.

Minimum Acceptable Performance

Child can strike a swinging, suspended three-inch ball with a thrust finger three continuous times, holding head still, watching the ball.

Variations:

1. Strike swinging suspended ball with a bat held horizontally, grasping it at both ends. (Bat can be a 12'' to 20'' cardboard cylinder.)
2. Place stripes of different colors (three) around the bat. Call the color child is to use when tapping the ball.
3. Let the child balance on low balance board while striking the ball.
4. Kephart, *Slow Learner in the Classroom,* pages 254-257.

eye pursuit movements

Objective:

To follow a given object as it moves back and forth ten times in a thirty-inch horizontal path.

General Purpose:

These exercises are intended to help the child develop smooth and continuous eye movements so that he may learn to point his eyes at the place where he wants to get the most heightened meaning. This is essential for maximum success in reading and writing.

Materials:

Felt cutouts
Paper windmills
Thumb tacks
Flannel board
Christmas tree ornament
Pencil

Suggested Directions to Children	Directions for Teachers
1. Look at the objects and name them with me. Hold your head still. Move just your eyes.	1. At children's eye level, arrange felt figures, such as a rabbit, duck, bird, apple and orange, in a straight line across the flannel board. Name the objects in a left to right sequence. As you name them, move your hand along the objects with a continuous movement.
2. Hold your paper windmill out straight in front of you. Watch it as you move it slowly from side to side. Do not move your head. Let's count the times your windmill moves across in front of you. 1-2-3-4-5.	2. Let children make paper windmills. Lead the counting slowly so that children will be reminded to move their windmills slowly. Gradually increase the number of one-way trips to ten. Encourage children to lengthen the trips to about thirty inches.
	3. Drive a thumb tack in the eraser of a pencil so it is parallel to the length of the pencil, or fasten a Christmas tree ornament on it. Hold the pencil about twenty inches from the child's eyes and at nose level. Move the pencil back and forth about fifteen inches to the left and fifteen inches to the right. If the pencil is moved so it follows the arc of a circle, the target is kept at a constant distance from the eye. Repeat several times. (This is an individual activity.)

For the Child Having Difficulty

If the child does not progress, give him practice in the suspended ball activities. Provide many opportunities for play with balls and bean bags. If the difficulty persists, go back to jump board and walking board activities.

Minimum Acceptable Performance

Child can follow a given object as it moves back and forth ten times in a thirty-inch horizontal path.

Variations:

1. Tell stories using finger puppets.
2. Tell flannel graph stories using left to right progressions.
3. Use a small mirror instead of a pencil and thumb tack.
4. Record, "Physical Fitness for Primary Children," RRC-803, side 2, Rhythm Record Company.

eye movements—near and far

Objective:

To move eyes from one object to another while head remains stationary, varying distance from near (one to three feet) to far (fifteen to twenty feet) on command.

General Purpose:

These activities help the child develop control of eye movements which are required for consistent visual information.

Materials:

Masking tape.

Suggested Directions to Children	Directions for Teachers
1. Stand up. Hold your arms straight out. Look at your right thumb, then your left thumb, then back to your right thumb again without moving your head.	1. Demonstrate, holding your fists at arm's length directly in front of and a little below your shoulders. Thumbs are up so thumbnails can be seen. Stress that children hold their heads still. Their noses should be pointed straight forward at a point half way between their thumbs.
2. Each time I say, "Red thumb," look at your red thumb. When I say "Other thumb," look at your other thumb. Don't move your head, just your eyes. Say: "My head is still While I move my eyes, To see my thumbs side by side. I see one—then the other, The red one and his brother. I see one—then the other, The red one and his brother. That's all now—they're under cover."	2. Designate thumbs in some way, such as putting colored masking tape on one. Widen or narrow the distance between the hands.
3. Stand up and hold your arms straight out again. Put your thumbs together. Look at your thumbs, then at me. Move your eyes not your head.	3. Repeat several times. Child's head should be tilted slightly forward.
4. Again, holding your head still, moving only your eyes, look at what I tell you: thumbs, clock, thumbs, easel.	4. Name objects that child can see without moving his head, but require him to move his eyes in both directions.

For the Child Having Difficulty

Refer to jump board and walking board activities. Emphasize the child's need to focus on fixation points as he performs.

Minimum Acceptable Performance

Child can move eyes from one object to another while head remains stationary, varying distance from near (one to three feet) to far (fifteen to twenty feet) on command.

Variations:

1. Record, "Physical Fitness for Primary Children," RRC-803, side 2, Rhythm Record Company.

pegboard designs

Objective:

To copy five pegboard designs from memory when presented one at a time.

General Purpose:

To improve eye-hand coordination and to apply the principles taught in likenesses and differences through the use of pegboards.

Materials:

Pegs

Pegboards

Suggested Directions to Children	Directions for Teachers
	Work with a small group of children (five or six). Provide each with a set of enough pegs of the same color.
1. Put your pegs in your pegboard so it looks like mine.	1. Place before the children a previously arranged pegboard. (Design No. 1, page 00; enough pegs of the same color are given to children.) Children are asked to reproduce your design. Leave the model in full view of children. They may need to consult it if they have difficulty. They can constantly compare their productions with the model.
2. I am going to show you my pegboard. Remember how it looks. I am going to remove mine, then let you put your pegs in your board to make the same design. Then we will see if your design is like mine. Did you remember?	2. Show the model figure briefly. When the child begins to work, the model is removed and the child is asked to complete the activity with no further reference to the model. When the children have finished, let them compare their design with the model. With each design move from lesson 1 to lesson 2 as rapidly as possible. If the child is successful with design No. 1 doing both lesson 1 and 2, have him continue with the other patterns, in sequence. (See page .)

For the Child Having Difficulty

Mark with chalk the area of the board child is to fill with pegs. Have child watch you make the design. Give him opportunities to do puzzles, match parquetry blocks or design blocks.

Minimum Acceptable Performance

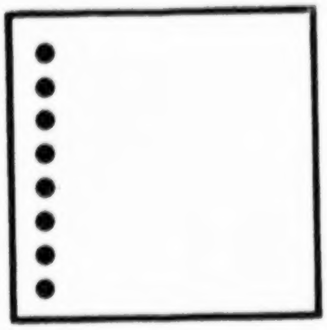
Child can copy five pegboard designs from memory when presented one at a time.

Variations:

1. Use different colors, i.e. red outside, blue inside.
2. Use increased speed as the child progresses.

pegboard designs (Illustrations)[1]

1



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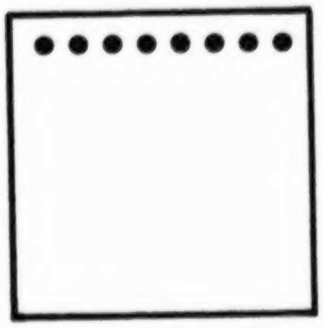

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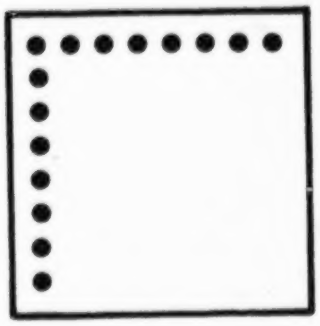

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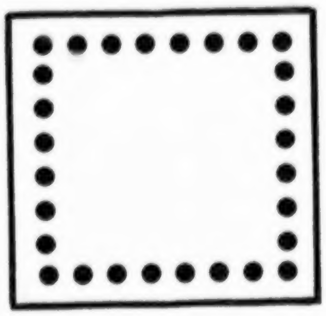

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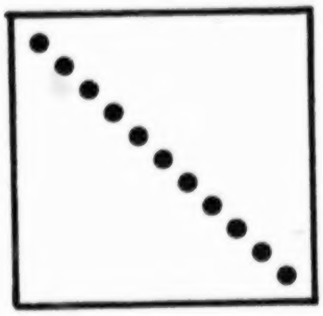

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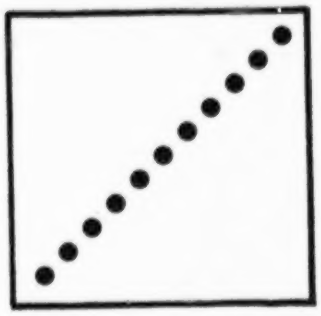

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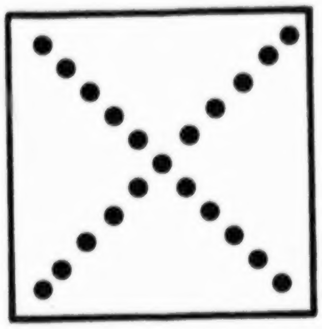

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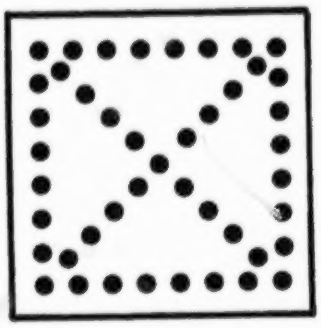

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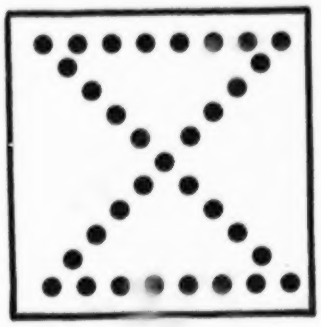

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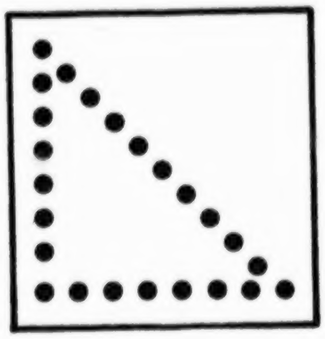

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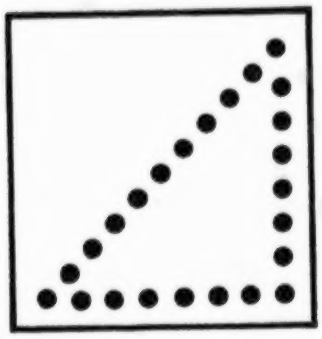

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[1] Schmidt, William S., Superintendent of Schools. *Guide for Teaching Young Children with Problems.* The Board of Education, Prince George's County, Upper Marlboro, Maryland. 1967. p. 127.

everyday activities

Common everyday activities such as the following provide both eye-hand and fine motor coordination.

1. Doing finger plays
2. Free cutting with scissors
3. Free pasting
4. Tearing paper
5. Painting
6. Using flat crayons
7. Building designs with parquetry blocks
8. Working puzzles
9. Stringing beads according to a pattern
10. Using pegboards
11. Building with blocks
12. Building with Lincoln logs
13. Playing with clay
14. Using simple tools
15. Using sand (wet and dry)

other activities involving sensory perception

Tactile

Tactile Discrimination

Tactile Memory

Auditory

Auditory Discrimination

Auditory Memory

Visual

Visual Discrimination

Visual Memory

general statement

Just as the child learns to walk and talk, he must learn to use his senses. He demands opportunities to examine the things in his environment by looking at them, feeling them, smelling them, banging on them, and sometimes by tasting them. Through the manipulation of things, and the control of his own body movements in relation to these things, he is perfecting the sensory-motor process, and is learning to match sensory data with motor data. An enormous amount of random experimentation is necessary to do this. He needs to take things apart, discover how they work, and put them back together again. He learns to identify and relate to the various colors, shapes, sizes, textures, and noises around him. Thus he learns to make a sensory impression the basis for an appropriate motor response.

Adapted from Kephart, *Slow Learner in the Classroom,* p. 13.

tactile

Purpose:

To become aware of differences in the texture, shapes, and sizes of things in our environment, and be able to describe some of them.

Discrimination

1. Let children take off their shoes and feel with their feet the floor, rug, concrete, sand, and pebbles.
2. Have children close their eyes and match pieces of cloth, by "feel" alone. (satin, velvet, corduroy, and mohair.)
3. Pass out design blocks to children.
   Ask them to close their eyes and pile them up according to shape.
4. Go on a rock hunt.

   Classify rocks according to feel.
5. Teacher brings articles to feel and arrange them on a table as a surprise for the children.

   Ask a child to find something on the table that is smooth (satin, waxpaper, tin lid) or rough (bark, grater, sandpaper). Welcome suggestions or additions from the children.
6. Use the "Graded Circles, Triangles, and Squares Coordination Board."

   Remove the shapes and mix them together. Ask children to close their eyes and pile them up according to shape, progressing in size from large to small.
7. Match plastic or wooden upper case letters and numerals by feeling the shapes.

Memory

1. Plan a feel bag. Let children bring things to put into it. Pass bag around. Each child reaches in and chooses an object without looking at it. He feels it, describes it, then tells what it must be. Questions may be asked such as: Is the object hard, soft, bumpy, rough, dry, big, or little? After discussion the child pulls out the object he has touched to verify or correct his description.
2. Teacher asks questions to help children recall how things within their experiences feel. Include shapes, sizes, and textures.

Examples:

1. How does a ball feel? (round)
2. How does your kitten's fur feel? (soft)
3. How does a marble feel? (hard, little, round)

auditory

Purpose:

To become aware of sounds in the environment and to be able to identify some of them.

Discrimination

1. Ask children to sit very still and listen with eyes closed for one minute. Children report what they hear.
2. Children sit with eyes closed. Teacher taps various objects in the room with a rhythm stick. Children guess what was tapped. Include things made of wood, metal, glass, plastic and paper.
3. Children learn to recognize music played for walking, running, marching, and skipping.
4. Teacher taps out two consecutive rhythms. Children tell if they are alike or different.
5. Listen for words that rhyme in poetry.
6. Play games with words which begin alike.
   - a. Children's names.
   - b. Objects in the room.
   - c. Things brought from home.

Memory

1. Discuss familiar sounds heard at home, on the farm, or at the zoo.
2. Record Album "Sounds Around Us." Scott Foresman Children imitate some sounds they have heard.
3. Teacher uses a drum, shaker, or rhythm stick to produce a simple rhythmic pattern. A child reproduces the pattern.
4. Follow a series of verbal directions which are given only one time.
   Example: Touch the door, jump on the jump board two times, skip to the piano and sit down.
5. Tell a familiar story in sequence.

visual

Purpose:

To become aware of likenesses and differences in things in the environment through the sense of sight.

Discrimination

1. Ask two children to stand. Let children tell how they are alike and how they are different.
2. Scatter cutout circles, squares, triangles and rectangles on a table. Ask a child to pick up all the triangles. Ask another to pick up all the squares.
3. Match designs using beads, parquetry blocks, pegboards, and flannel board cutouts.
4. Give each child a set of cutouts:

   4 circles of graded sizes
   4 squares of graded sizes
   4 triangles of graded sizes

   Teacher uses a flannel board where all can see. She chooses one shape and places it on the board. Children select from their sets the cutout which is identical in shape and size. Give many similar experiences.

   Teacher selects two cutouts and places them near one another on the flannel board. She uses prepositions such as "under," "over," and "beside" to describe where she placed them.

   Example: The circle is beside the square.

   Children select shapes and sizes and place as demonstrated. Then they repeat the teacher's statement. Continue this activity, gradually increasing its complexity.
5. Children match uppercase letters made of plastic, wood, flannel or cardboard.

Memory

1. Teacher does a series of actions. Children watch. A child is asked to repeat the actions in sequence.
2. Show a pegboard or bead pattern. Remove the model. Children produce the pattern from memory.
3. Refer to activity No.4 above. Follow the same procedure, but teacher covers her model after children have seen it briefly. Children select the same shapes and sizes and produce the same arrangement from memory.
4. Use two sets of alphabet letters or numerals. Scatter one set on a table. From the other set select a letter or numeral and show it to a child. Remove it from sight. Child finds the one like it on the table.

appendix

Definitions
Equipment
Tapes
Records
Bibliography
Teacher —— Check lists

definitions of terms used in the program of activities

Auditory	Sense of hearing
Body image	Complete awareness of one's own body and its possibilities of movement and performance.
Bilaterality	Use of both sides of the body in simultaneous and parallel fashion.
Cross lateral	Simultaneous use of different limbs on opposite sides of the body, or the moving of the same limbs simultaneously but in opposite directions.
Crawl	Move slowly, drawing the body along the ground "as a worm."
Creep	Moving on hands and knees.
Directionality	Being aware of left, right, front, back, up and down as you move in space.
Dynamic Balance	Maintaining balance in all possible movement patterns.
Eye-hand	Using the eyes to guide the hands so they work as a team.
Follow through	To continue and complete an action after throwing, catching, striking or kicking a ball or beanbag.
Gross motor coordination	Ability to control the whole body in simple locomotor activities.
Kinesthetic	Involves the muscular movement necessary for exploration by touch, using varying degrees of pressure.
Laterality	Complete awareness of the two sides of the body and the ability to use each separately or both sides together, as the task demands.
Motor development	Refers to the degree of control one has over his body movements.
Midline	The child's own center of gravity. Crossing the midline is the act of moving the hands across the imaginary center line of the body.
Ocular pursuits	The act of following a moving target with the eyes.
Ocular fixation	Focusing the eyes on a stationary object. (fixation target)
Ocular Span	The width and distance the eyes see when the head is held still.
Posture	A dynamic, shifting control of one's body, which to be "good" should be loose, flexible and comfortable.
Scribble	Random drawing movements.
Spotting	Aiding the child who is performing a stunt or task in order to eliminate fear and accident.
Space	The area in which the child exists and moves.
Suspended ball	(Marsden Ball) A ball which swings freely on a string attached to the ceiling.
Tactile	That which is perceived by the sense of touch.
Thrust	Push with sudden force.
Unilateral	Using one side of the body.
Vision	Seeing in the sense of understanding. "Good vision" is a function of smooth and precise working relationships between eyes and mind.
Visual fixation target	A picture or other symbol placed about 10 feet in front of and slightly below eye level of the child. He is encouraged to look at it while performing an activity. This helps him use his eyes to direct his movements.

equipment used in activities

1. Balance boards
2. Balls (playground, beach)
3. Barrel
4. Beanbags
5. Flat crayons
6. Hoops (30")
7. Jump board
8. Jump ropes
9. Pegs and pegboard
10. Plastic alphabet letters
11. Records
12. Record player
13. Sand table
14. Stepping stones
15. Suspended ball
16. Tape recorder
17. Tapes
18. Templates
19. Walking board

Useful Supplementary Equipment

1. Barrel

   As the child rolls over and over inside the barrel he gains in his concept of inside as compared to outside. He is also developing knowledge of the location of his body in space and how much space it takes up.

2. Jump Tire

   A circular piece of plywood is bolted to the rim of an old tire. A few air holes are bored through the casing. Its purpose is similar to the jump board, but it confines jumping to a small area.

3. Lincoln logs

   The full sized Lincoln logs provide for successful construction activities which develop the large muscles as well as eye-hand coordination.

4. Percolator

   In manipulating the percolator parts as he puts them together and takes them apart, the child is becoming aware of the meaning of inside and outside as well as developing eye-hand coordination.

5. Rocking boat and stairs

   Balance and general coordination are developing as the child becomes adept in walking up and down the stairs and pushing the rocking boat.

6. Tunnel

   The tunnel encourages children to creep and crawl through space, providing practice in alternating arm and leg movements.

records used in activities
tapes used in activities

Records

Alley Cat — ATCO 45-6226

Bunny Hop — Capitol 6026

Childhood Rhythms — Ruth Evans
Series I, II, and III

Developing
Body-Space — Perception Motor Skills, Albums I (CM-1056) and II (CM-1058) Classroom Materials Co.

Estamae's Toy Shop — Estamae

Free Rhythms — Phoebe James AED2

Hokey Pokey — Capitol 6026

Holiday Rhythms
Album Patriotic
March — Bomar 1555 A

Honor Your Partner — Album 14, Educational Activities Inc.

Physical Fitness For
Primary Children — Rhythm Record Co.—RRC-803

"Sounds Around Us"—Album, Scott Foresman

Wheels,
Billy Vaughn — Dot Records

Tapes

1. Variations of Marching
2. Learning to Skip (being revised)
3. Angels-in-the-Snow
4. Animal Walks
5. Excercises (Pop Goes the Weasel)
6. Chalkboard Excercises

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Stunts, Lead-Up, and Tumbling Activities for Primary Grades.

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Success Through Play.
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directions for administering the kindergarten motor-perceptual survey

The Kindergarten Motor-Perceptual Survey is to be used early in the fall as a screening device. Activities included in it are not to be taught prior to its administration. On the check sheet mark the activity with a plus if the child is successful and a minus if he is unsuccessful.

Hop

Measure a distance of six feet and mark on the floor with masking tape. Say to the child, "Hop to this mark on one foot." When the child has done this say, "Now use your other foot and hop all the way back to your starting place."

The child must hop six feet on the right foot and six feet on the left foot to rate a plus.

Skip

Measure a distance of twenty feet from a wall and mark on the floor with masking tape. Say to the child, "Skip to the wall."

The child must use his feet alternately all the way to rate a plus.

Imitation of Movement

Five children may be tested at one time. They will stand facing the tester and far enough apart so that outstretched hands will not touch. Say to them, "Watch me and do as I do." Then demonstrate the following actions:

1. Stand erect, arms at sides and feet together. Extend the right arm, hold for an instant and return to position.
2. Extend right foot, hold, and return to position.
3. Extend right arm and right foot, hold, then return to position.
4. Extend left arm, hold, then return to position.
5. Extend left foot, hold, and return to position.
6. Extend left arm and left foot, hold, and return to position.
7. Extend right arm and left foot, hold, and return to position.

8. Extend left arm and right foot, hold, and return to position.

The child may parallel actions, or use the same arm and leg as the tester, as long as he is consistent. He must succeed on all eight movements to rate a plus.

Body Parts

Five children may stand facing the tester in the testing area. Give the following instructions:

1. Touch your knees.
2. Touch your shoulders.
3. Touch your toes.
4. Touch your elbows.

Each direction may be repeated once. The child must touch both parts in all four positions with both hands on either the first or second trial to rate a plus.

Stepping Stones

Lay out the red and black stepping stones in the pattern given in Kephart, *Slow Learner in the Classroom,* page 138 and reprinted in the *IMPS Guide,* page 43. Be sure there are at least two cross-over steps.

Mark the child's right foot red and his left foot black.

Say to the child, "Step with your black foot on the first black square and your red foot on the first red square. Walk on *all* the squares, putting your black foot on the black ones and your red foot on the red ones."

Demonstrate the first six steps if needed. To rate a plus the child must step on each square as it comes, matching his foot with the square having the same color. If he makes mistakes on his first try he may have a second try.

Angels-in-the-Snow

Five children may participate at one time. Have them lie on the floor on their backs, feet toward tester, where they have plenty of room to spread out arms and legs without touching anything. Tester stands with her back against the wall or chalkboard. Say to the children:

"We are going to make angels-in-the-snow. Pretend the floor is covered with clean fresh snow. When I tell you to move your legs, do it like this, pushing your legs against the snow." (Demonstrate by pushing your feet apart as you stand firmly against the wall, just as you keep yours (legs) against the floor.)

Demonstrate arm movements in the same way, raising both arms from sides along the wall until they meet above your head. After children understand that their limbs are to always remain in contact with the floor, give the following directions, but do not demonstrate:

1. Keep your arms straight and move them in the snow until they meet above your head.
2. Now bring your hands back down to your sides.
3. Keep your legs straight and move your feet apart as far as you can.
4. Pull your feet back together.
5. Move your arms and legs at the same time—out, then back.

From this point on in the sequence, the tester points to the limb or limbs to be moved. She moves quickly from one child to another saying, move just this arm, leg, or arm and leg, as the case may be. The sequence is as follows:

1. Right arm
2. Left arm
3. Right leg
4. Left leg
5. Both arms
6. Both legs
7. Left arm and left leg
8. Right arm and right leg
9. Right arm and left leg
10. Left arm and right leg

The child rates a plus on this excercise if he is able to move each limb as indicated without undo hesitancy or tension, and without moving undesignated limbs. He may be given two tries on any part with which he has difficulty.

kindergarten motor-perceptual survey

/school

/teacher

Pupil Last Name First	**Sex** M or F	**Birth Date** Mo. Day Yr.	Hop	Skip	Imitation of Movement	Body Parts	Stepping Stones	Angels-in-the-Snow
01		/ /						
02		/ /						
03		/ /						
04		/ /						
05		/ /						
06		/ /						
07		/ /						
08		/ /						
09		/ /						
10		/ /						
11		/ /						
12		/ /						
13		/ /						
14		/ /						
15		/ /						
16		/ /						
17		/ /						
18		/ /						
19		/ /						
20		/ /						

Teacher

School

Date

NAMES	Birthdate	Hop (either foot)	Skip (20 feet)	Imitate Movements (8)	Identify Body Parts (4)	Stepping Stones	Angels-in-the-Snow Movements (10)	Gallop (can lead with either foot)	Step-Slide (can lead with either foot)	Creep	Walk Backward	Jump Forward (Series 10	Jump Backward	Go Up
		Check above activities by October 31									**Check above activ**			

ward

ck above activities by January 31								Check by March 30				Check by April 30				
Jump Forward (Series 10 ft.)	Jump Backward (Series 10 ft.)	Go Up and Down Stairs	Catch and Throw Bean Bag to a Child (4 ft.)	Roll Ball to Child 3-5 times (8 ft.)	Drop and Catch Ball 3-5 times	Walking Board—Forward	Walking Board—Sidewise	Kick a Ball (3-3)	Bounce a Ball to a Child Catch it. (3-5 times)	Walking Board—Backward	Log Roll (arms straight overhead)	Somersault	Developmental Drawings (4)	Eye Pursuits (follow ornament for 10 trips)	Use scissors to cut a simple strip	Knows "Right"

tapes

Use record along with the following typescripts where the lesson calls for the use of tape.

marching

Records:

Ruth Evans, Childhood Rhythms, Series I, "March"

Script:

Bomar, Patriotic March, No. 1555A, Harriet Strand
This typescript is to be used with the lesson entitled "Marching," page

Teacher: Have you seen a parade? Have you heard the bands playing? Now let's listen to some parade music.

Music

Teacher: Now let's pretend our hands are marching to the music.

Clapping

Teacher: Now, boys and girls, let's all clap the rhythm while we march in place. Lift our feet, bring them down easy.

Music and clapping

Teacher: Our arms can help us, swing your arms as we march in place like this.

Music

Teacher: These children may march around the room while the others use the rhythm sticks.

Music

Teacher: Boys, we're going to do some different things to our march today. Follow the directions as you listen to the music.

Music plus teacher:

Now swing your arms and march in place.
Now march forward with your hands on your hips.
Now hands on your shoulders.
Now both hands high.
Now put your hands down and be ready to march backward.
Now, backward march, small steps.
Now we're going to march forward on tiptoe.
Now high step, bring your feet down lightly.
Now, march in place to the drum beat.
Now, march forward like soldiers swinging your arms at your side.

learning to skip

Records:

Ruth Evans, Childhood Rhythms, Series II—
"Elevator"
"Heel and Toe"
"Step and Point"
Bomar, "Indian War Dance"
Capitol, "Teddy Bears Picnic"

Script:

Elise McClendon. This typescript is to be used with the lesson entitled "Hop and Skip," page

Teacher: I wonder if you can watch me and do the same thing I do. When I raise my arm, you raise your arm. When I put my arm down, you put your arm down. When I lift my foot up, you lift your foot up. Let's start with our arms. The music will help us do it together. Ready, arms first.

Music plus teacher: Up, down, up, down, up, down, up, down.
Our feet—up, down, up, down, up, down, up, down.
Our arms—up, down, up, down, up, down, up, down,
Our feet—up, down, up, down, up, down, up, down.

Teacher: Today we are going to clap our hands three times in front of us then three times above our head. When we have finished clapping with our hands, we will lift one foot, hop three times, then lift the other foot and hop three times. Watch and do it with me.

Above your head—clap-clap-clap. In front—clap-clap-clap.
Above your head—clap-clap-clap. In front—clap-clap-clap.
Your feet—hop-hop-hop. Other foot—hop-hop-hop. Other foot—hop-hop-hop. Other foot—hop-hop-hop. With your hands—clap-clap-clap. With your feet—hop-hop-hop. With your hands—clap-clap-clap. With your feet—hop-hop-hop.

Teacher: Now we are going to open and shut our hands to the music. Watch me, soon I will change. I will lift one foot and hop one time then lift the other foot and hop one time, like this. Let's do our hands first.

Ready: open-shut—open-shut—open-shut—open-shut—open-shut—open-shut—open-shut—open-shut—open-shut—open-shut—open-shut—open-shut—open-shut—open-shut—open-shut.
Your feet: up-hop—up-hop—up-hop—up-hop—up-hop—up-hop—up-hop—up-hop—up-hop—up-hop—up-hop—up-hop—up-hop—up-hop—up-hop—up-hop.

Teacher: Now let's step-hop around the room. Step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop. Music.

Teacher: You know Indians walk very quietly. They can hardly be heard. Let's pretend we are Indians in a dance around the room to the music step-hop. Step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop—step-hop. . . On your toes and away you go, step-hop—step-hop—step-hop—step-hop . . . music . . . step-hop . . . step-hop . . . music.

angels-in-the-snow

Piano Music:

Piano Music: "I'm A Pilot" from *My Picture of Songs* Polly Brown.

Script:

Polly Brown. This typecript is to be used with the lesson entitled "Angels-in-the-Snow," page

Teacher: Boys and girls, we are going to make Angels-in-the-snow I'm sure all of you know what an angel looks like, with large wide wings and skirt. Now pretend that the floor is covered with nice white clean snow and we are going to make the shape of an angel in the snow by pushing with your arms and legs.

Everyone lie on your back on the floor with your arms at your side and your feet together and keep your eyes focused on the ceiling. Now gradually move your arms up over your head until your hands touch each other making sure your hands and arms are touching the floor all the time you are doing this. Now bring your arms back down to your sides, pretend you are pushing the snow up and down to make the wings of the angel. Now move your arms up, now down. Did your arms touch the floor all the time? Now up, now down. Now move your feet wide apart and keep your heels on the floor during the movement. Now pull your legs back together. This makes the skirt of the angel in the snow. Move your legs apart, together, apart, together. Were your heels on the floor all the time? Now watch me so you will see which arm I am moving. Now move just this arm, now put it back. Now move just this arm, now back. First I raised the right arm and then the left. Now the same with the legs. Move just this leg, now back, now this leg, now back. Now move both arms up, now back, now move both legs out, now back. Now move this right arm and right leg, now back. Now the left arm and left leg, now back. Now move opposite arm and leg, move this arm and this leg, now back. Now this arm and this leg, now back.

Now I will count 1-2-3-4 move the arms and legs out as I count 1-2 and move them back as I count 3-4, slowly at first. 1-2-3-4, 1-2-3-4, 1-2-3-4. Now a little faster, 1-2-3-4, 1-2-3-4, 1-2-3-4. Now do the motions as I repeat these words, "I am making angels-in-the-snow, this is how my arms and legs will go, arms and legs spread out so wide, and then I bring them back to my side. Snow, snow, angels-in-the-snow. Snow, snow, angels-in-the-snow."

Music and singing to above lyrics. (go through song two times)

Now remember when I count 1-2,the arms go way out and touch above your heads and the legs go way out to the side. Then on count 3-4 the arms come back down to the side of your body and the legs come back together. Ready, begin. 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4, 1-2-3-4. Music

animal walks

Records:

Phoebe James, Free Rhythms Record No. PJ8, Band 2; Square Dance Associates, Honor Your Partner Series, Album 14, Records 1,3,7.

Script:

Elise McClendon. This typescript is to be used with the lesson entitled "Animal Walks," Page

Teacher: Worms, ready . . .
Music
Teacher: Stop. Dog, ready . . .
Music
Teacher: Stop. Frog, ready . . .
Music
Teacher: Stop. A fast puppy dog . . .
Music
Teacher: Stop. A bear, ready . . .
Music
Teacher: Stop. The lame dog, ready . . .
Music
Teacher: Stop. Crab walk, ready . . .
Music
Teacher: Stop.

pop goes the weasel

Music:

"Pop Goes The Weasel"

Script:

Polly Brown. This typescript may be used as a followup to "Angels-in-the-Snow."

Teacher: Boys and girls, we are going to do some exercises to the tune of "Pop Goes the Weasel." Listen carefully to the directions and then do them to the music. First feet together, hands on your hips. Turn your body to the left, then straight, then turn to the right, then straight. On "Pop," clap your hands. On the part "a penny for a spool of thread," put your arms straight out from your shoulders and rotate them first clockwise and then counterclockwise. Ready, begin . . .

Music

Now feet together, hands on hips, lean forward at the waist, stand straight, lean back at the waist, then stand straight. Each time clap your hands on "pop," and rotate arms as before. Ready, begin...

Music

Now legs apart, arms straight out from your shoulders. Bring your left hand down by your left knee, and your right hand above your head. Then arms straight out from your shoulders, then change and bring your right hand down by your right knee and left hand above your head and then arms straight out from your shoulders. Now, ready, begin . . .

Music

Next feet together, hands on your waist, bend your knees and as you bend your knees bring your hands out to the sides, then stand up and place your hands back on your waist. Ready, begin . . .

Music

chalkboard exercises

Script:

Hazel M. Rue and Joan M. Fawver. This typescript is to be used with the lesson entitled "Chalkboard Exercises," page

The teacher has as many children stand at the Chalkboard as there is space available. Other members of the class can be on the floor or at their desks with paper, crayons and pencil.

Teacher: Now children, I am going to tell you a story and with your chalk or crayon, please do what you think the story tells you to do.

Chester Chipmunk lived on the edge of a big green forest. One day he decided to go exploring. First, he walked in a straight line and then he saw a yellow flower. He left the path, smelled the buttercup and then he saw a pretty butterfly and he chased it around and around a tree. He went around around and around again. Next he saw a great big rock. He climbed slowly up the big rock and jumped down the other side and ran over to a little stream and saw some little ripply waves. Then he stopped and stood still. Very still. I'm lost, he thought. Chester looked up and down and all around and then he started home but he was really lost and he went the wrong way. Chester went this way and that way, and here and there and over and under and in and out and faster, and faster, and faster until finally he was so tired that he sat down and looked way up and way down. Just then, he heard his mother calling,"Chester"—so he jumped up and ran home.

The next morning early Charlotte came over to play with Chester. He told her about getting lost. She said, "Chester, how foolish you are, I can show you how to run and not get lost." And now take your chalk or crayons in your hand and show us how Charlotte ran.

Chester sang this song as Charlotte ran, . . . round and around she goes and when she'll stop nobody knows . . . Round and round Charlotte ran, then she turned around and ran the other way . . . Round and round and around she goes when she'll stop nobody knows. . . . Chipmunks scamper very fast and Chester called out . . ."Reverse". . Charlotte turned around and away she went in the other direction. Now Chester and Charlotte both wanted to run at the same time. Now take a piece of chalk in each hand and show how Charlotte and Chester ran in a circle. Round and round she goes, when she'll stop nobody knows. But just then Mother said, "Charlotte, Chester, time to come home now" and off they ran.

Alright children, are you ready for another chalk story?

Early the next morning Charlotte came over to play with Chester. Chester said, "Guess what, yesterday we went to see a race and the racetrack was shaped like a great big lazy eight." Chester ran around to show Charlotte how the track was shaped. Chester ran around the track and around the track. Then Chester turned around and ran the other way. "This is the way to run reverse," he said. Then Charlotte said, "That looks like fun, let me try it." So Chester stopped and Charlotte ran around the track and Chester said, "Be sure to run straight across the track when you come to the crossroad." Charlotte ran and ran. She ran very fast. All at once Chester called out, "Reverse," Charlotte turned around and scampered quickly in the other direction. Just then, Chester's mother called, "Chester, Charlotte, come and have some lunch," and away they ran to get their treat.

One bright sunny morning Chester got up very early and went over to Charlotte's house and Charlotte was still asleep. Chester called, ''Charlotte—come on out and play.'' Charlotte came to the window. She said, ''Shush-shush, you will wake up my family. I will come down and play with you.'' Charlotte smoothed her whiskers, fluffed her tail and down the tree she scampered. Chester and Charlotte were going to go for a walk but they didn't walk. They dashed along and before they knew it, they came to Jantzen Beach. They saw the big roller coaster. They scampered up on the roller coaster. It was very still but soon it started to move. It moved slowly. Some workmen were repairing it . . . Hang on, Charlotte, the roller coaster is moving . . . Charlotte and Chester hung on for dear life. They went up a little ways and down a little ways and up a little ways and down a little ways. Then they began to go up higher and down lower, and up higher and down lower. Then they went almost straight up and almost straight down. Up and down. The two chipmunks held on for dear life and rode the big roller coaster. Then the roller coaster stopped. Charlotte and Chester got off and ran for home. They were hungry enough to eat a great big breakfast.

step-slide

Records:

Ruth Evans, Childhood Rhythms, Series II,
"Elevators"
"Jump-in-place"

ATCO, "Alley Cat"

Script:

Elise McClendon. This typescript is to be used with the lesson entitled "Step-Slide," page

Teacher: Today we are going to make our feet step and slide. One foot will step, the other foot will be lazy and slide over to meet it. Like this step, slide over to meet it; step, slide over to meet it; step-slide step-slide. You try it with me. Step, slide over to meet it; step, slide over to meet it; step-slide step-slide. Now let's let the lazy foot step and the other foot be lazy and slide over to meet it. Like this—step, slide over to meet it; step, slide over to meet it; step-slide step-slide. You do it with me. Step, slide over to meet it; step, slide over to meet it; step-slide step-slide.

If you will sit on the floor and listen to the music, we will see if we can hear it say step-slide. Listen, step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide. Help me say it. Step-slide step-slide step-slide step-slide step-slide step-slide. Again, step-slide step-slide step-slide step-slide step-slide.

Stand up and we will let our feet step-slide to the music. When I say the other way that will mean to step with your lazy foot and let the other foot be lazy and catch up with it. I will do it with you. Ready, step-slide step-slide step-slide step-slide step-slide step-slide step-slide. Other way, step-slide step-slide step-slide step-slide step-slide step-slide step-slide. Other way, step-slide step-slide step-slide step-slide step-slide step-slide. Other way, step-slide step-slide step-slide step-slide step-slide step-slide. Stop.

Let's sit down again and listen to this music say step-slide. Are you ready? Listen, slide—step-slide step-slide step-slide step-slide step-slide step-slide. Step-slide step-slide step-slide step-slide step-slide step-slide. You help me say it, step-slide step-slide step-slide step-slide step-slide step-slide. Step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide.

This music tells us to step and slide a little faster, doesn't it. Let's stand up and see if our feet can do it, are you ready? Alright. Step-slide step-slide step-slide step and slide step and slide, step - slide. Other way, step and slide step-slide step-slide step-slide. Other way, step-slide step-slide step-slide step-slide step-slide step-slide step-slide. Other way, step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide step-slide and Stop.

Let's pretend we are alley cats. Sometimes we will step and slide,other times we will shake ourselves about. We will jump up and down, twirl our tails like this or sharpen our claws and meow like a cat. You do it with me. Step and slide, step and slide,step and slide,step and slide, step and slide, step and slide. Other way, step and slide,step and slide,step and slide,step and slide, step and slide,step and slide. Other way, step and slide,step and slide,step and slide,step and slide,step and slide. Shake yourselves about, twirl your tail around, jump up and down, sharpen your claws and meow-meow-meow. Step and slide,step and slide,step and slide,step and slide step and slide,and step and slide. Other way, step and slide and step and slide step and slide and step and slide, step and slide and step and slide and Stop.

angels-in-the-snow

Record:

Ruth Evans, Childhood Rhythms, Series I, "Duck"

Script:

Vivian Larson. The typescript can be used with the lesson entitled "Angels-in-the-Snow," page

Teacher: Lie down on your back, feet together and hands at your sides. Let your legs slide apart as far they can. Now slide them together. I will say out-together out-together.

Music

Let your legs rest together. Let's move our arms along the floor up up over our heads and bac to our sides. Try it again. Up-down up-down up-down.

Music

Let's move our arms and legs together this time. We will make angels-in-the-snow. Your will show you how. I will say—slide together slide together slide together.

Music

rhythms

Records:

Ruth Evans, Childhood Rhythms, Series I, "June" Series III, "4/4 Time"

Script:

Vivian Larson. This typescript can be used with the lesson entitled "Auditory Discrimination," page

Teacher: This is slow clapping music. The music says 1-2 1-2, clap with me.

Music

This time let's clap on 1 and rest when I say 2, like this. 1-2 1-2 1-2 1-2, 1-2 1-2 1-2 1-2 1-2-1-2 1-2 1-2 1-2. Pick up your rhythm stick with your right hand. We will hit the floor with it when I say 1. When I say 2 we will slap our knees with our other hand. Like this, stick-hand stick-hand stick-hand.

Music

Today let's pretend our knees are two drums. We will hit our right drum with our right hand and our left drum with our left hand. We will hit our right drum 2 times and our left drum 2 times. Like this, right-right left-left. Right-right left-left.

Music

Stand up. Let your feet be the drumsticks and the floor will be the drum. We will hit the floor like this. Right-right left-left right-right left-left.

Music

body parts

Record:

Ruth Evans, Childhood Rhythms, Series III, "2/4 Time"

Script:

Vivian Larson. This typescript can be used with the lesson entitled "Body Parts," page

Let's have fun with exercises. First let's touch our shoulders, now let's touch our elbows, like this—shoulders elbows, shoulders elbows.

Music

Put your feet apart or out and put your feet together or in. We will do it like this. Out-in out-in. Out-in out-in out-in out-in out-in.

Music

Stretch your arms to each side of you. Now bring your hands in and touch your shoulders. Like this, stretch-touch stretch-touch stretch-touch stretch-touch.

Music